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ABSTRACT

This ideabook consists of activities and ideas to motivate students in various business education courses. Following an introductory discussion of general instructional approaches and motivational techniques, various business education subject areas are covered. Included among these are accounting, business communications, business English, business law, business machines, business mathematics, business organization and management, careers, computers, consumer education, general business, secretarial and office procedures, shorthand, and typewriting. Among those items provided in the guide are concepts and methods of teaching, teaching standards, tips for maintaining discipline, tips for motivating students, suggestions for setting up learning activities, ideas to add variety to classes, innovative testing and grading techniques, learning activities, bulletin board and display ideas, sample posters, and suggested field trips. (MN)

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ED222675

BOOK OF IDEAS IN BUSINESS EDUCATION

Activities and Ideas to Motivate Students toward Improved Business Education

U.S. DEPARTMENT OF EDUCATION
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Foreword

Business Education is a vital, essential program that is needed by all students. It will enable the students to function in more effectual roles as workers, consumers, and citizens in our increasingly technological society. That the business world plays a dominant role in the life of every individual emphasizes the need for Business Education as an integral part of the total education of every person.

The main emphasis of this book is to assist educators in providing "teaching-learning" experiences for all students in Business Education. It is hoped that the information contained in this book will enhance learning and enable students to function more effectively in our producer-consumer world.

The Oklahoma State Department of Education gratefully acknowledges the professional contribution of the committee members who worked so diligently in the preparation of this book.

Leslie Fisher
State Superintendent

Philosophy

Business Education is a planned educational process whereby any student may develop understandings, skills, and attitudes necessary to become a productive worker, intelligent consumer, responsible citizen, and enthusiastic promoter of the free enterprise system. Business Education should be an integral part of the total education of every person.

The Business Education teacher should provide information, serve as an effective model of desirable techniques, and demonstrate empathic concern for all students. The teacher should also serve as a catalyst and/or consultant at each stage in the "teaching-learning" process and provide every opportunity for the students to develop to their full potential.

The Business Education teacher must continually improve professionally, keep abreast of changes that affect the profession, and seek every opportunity to promote Business Education.

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Central State University	South Oklahoma City Junior College
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GENERAL INSTRUCTIONAL APPROACHES AND MOTIVATION

General Instructional Approaches and Motivation

Give each student a 3" x 5" card and have each write his/her schedule, phone number, locker number, and lock combination on the card. You will be surprised how many times you will refer to these cards during the school year.

Teach students during the school year to leave the classroom neat (especially the last period of the day). Soon you will not even need to remind the students, and you will rarely need to straighten the room yourself.

Use index cards with class names on them (well shuffled) for calling on students. This keeps you from following a pattern and keeps the students on their toes because the top card goes back into the stack and could be called again.

Use seating charts for each class. This prevents having to waste time calling the roll each day and helps you to learn students' names much faster.

Business educators are fortunate because all we teach can be directly related to life.

Point 1. The future consumer can participate in role playing, with wise buyers discussing current events on the national level or local school level; the secretarial student can develop a skit on interviewing; the typewriting student can compose a paragraph on how he/she feels today or type a letter to a friend or congressional representative about a particular bill. Anything to bring about activity related to current or future experience can be fun and exciting, provided the teacher is excited.

Point 2. Open discussion once a week on the "why" of what has been learned, "what" will be learned, and evaluation thereof is a participatory thing--action. Two-way, open-end discussion should take place now and then to promote feeling, knowing, and sharing.

Point 3. Motivation can occur through games--simulation of building a business using homemade props; mapping out market potential for a homemade product within the local area. In typing, races such as One-Minute Grand Prix can be fun. Taking dictation from popular records arouses a want-to-take-dictation attitude leading to the ultimate objective--taking and transcribing dictation at a minimum of 100 words per minute. Individualizing can take place through individual student-teacher conferences emphasizing desirable character traits.

Point 4. It is a teacher's responsibility to feel the climate is right. Needed information and concepts should be firmly grasped before going to the next lesson. This may be done through a "fun test," such as a homemade Double Jeopardy game.

Point 5. A teacher who cares and shows it, and who displays genuine sincerity, can motivate. It is important not to overdo any one technique, game, or teaching trick.

All the tricks will not help if the teacher does not care!

Suggested Teaching Approaches
Fairfax, Virginia

For a beginner's class, put a short problem on the board and allow students to work with it. Give any help necessary and answer questions, then either use these problems or give exact problems with different figures for the test.

Christina Hunter
Henryetta High School

Since my classes are small, I have a senior business class in which students are allowed to choose what they would like to take. At present, three students are taking Accounting I, one student is taking Recordkeeping, two students are taking Typewriting I, and one student is taking Typewriting II, all in the same hour.

Gladys White
Mulhall-Orlando High School

Use a sheet of 8 1/2" x 11" paper with the short side at the left to prepare a calendar. Leave a place for the student's name and the month at the top of the page. The columnar headings across the page will start with Sunday and continue through Saturday. Make a square for each day of the month. Leave room in each square for the student to write a brief summary of his/her work each day (Monday-Friday). This will help in evaluating students.

Kathleen Lambert
Elgin High School

The following are some successful concepts and methods of teaching:

1. Explain and illustrate a topic thoroughly before making an assignment.
2. Let the student know exactly what is expected at the end of the lesson, unit, or grading period.
3. Have patience and understanding.
4. Show sincere interest, care, warmth, and firmness at the right time and in the right situation.
5. Teach one thing at a time at a pace that allows the learner to understand and master the material.
6. Reexplain and reillustrate a lesson or assignment when necessary.
7. Provide ample repetitive practice.
8. Provide immediate reinforcement through materials with correct answers.
9. Vary teacher demonstrations, visual aids, etc.
10. Make maximum use of films, field trips, activities, and peer tutoring.
11. Give ample individual assistance.
12. Modify the standards so that each learner can attain some measure of success.
13. Give short, frequent tests at the learner's level.
14. Use relevant daily activities that actively involve the student.

Good teachers are good questioners. The art of good questioning is acquired. Ask questions--one at a time--in a clear, concise manner. When you ask two or more questions at the same time, you lose or confuse students. Direct your questions to everyone in the group, pause for thought time, then call on one student for the answer.

Use visuals! Why take time to give a wordy explanation when it would be obvious on sight?

Keep bulletin boards alive! Do not let your bulletin board become a catchall.

It is interesting and gives much food for thought to tape one of your lectures or explanations. Listen to the tape for clarity, mannerisms of speech, etc.

Oklahoma Educator

As you read the following questions, think of the most recent skill lesson you taught. Imagine that another skills teacher had observed your lesson. Allow yourself five points for each question for which your observer would answer YES.

1. Was it obvious that you are a master of the subject? _____
2. Was it obvious that you are personally skilled? _____
3. Was it obvious that the lesson had been prepared in advance? _____
4. Did you start and stop the class promptly? _____
5. Did you insist that students arrange their work materials correctly? _____
6. Did you give directions clearly and insist that they be followed? _____
7. Did you include a variety of drill activities in the lesson? _____
8. Was it obvious that you had planned the motivation for making drills interesting and purposeful? _____
9. Did you make clear to the students the importance of performing their work both rapidly and accurately? _____
10. Was the purpose of each activity clear to each student so that each student had a clear goal at all times? _____
11. Was it obvious that you had planned the "timing" of the lesson? _____
12. Did you have every bit of instructional material on hand at the moment you needed it? _____
13. Did you use variations in teaching techniques? _____
14. Did you provide for the best and poorest student equally? _____

15. Did you give at least one expert-level demonstration, clearly designed to give students inspiration and/or confidence? _____
16. Did you give at least one "slow motion" demonstration? _____
17. Did you provide for both group and individual drill practice? _____
18. During some part of the period, did you supervise closely the work of each individual student? _____
19. Did you give emphasis to both skill development and skill application? _____
20. Was it clear that the students were glad they were in the class for that particular lesson? _____

Elsie Null
University of Science and Arts of Oklahoma

Accountable teaching involves so much more than mere acceptance of the responsibility for certain standardized grades earned in some isolated courses. This accountability should be expanded to include the motivation for each student to be:

1. Flexible enough to adapt to change.
2. Congenial enough to listen to new and different ideas.
3. Ambitious enough to try a different procedure.
4. Intelligent enough to be well mannered.
5. Patient enough to try again when the first attempt fails.
6. Polite enough to help a co-worker in need.
7. Courteous enough to recognize confidential information.
8. Proud enough to appreciate good grooming.
9. Mature enough to accept criticism.
10. Sensible enough to use good judgment.
11. Loyal enough to work overtime.
12. Optimistic enough to smile.

Business Education for the Seventies
State of Illinois, 1972

The following are personalized standards on standards:

1. I owe it to my students to set realistic standards.
2. I will provide information on our destination and a road map for our journey.
3. I will not only try to show my students how, but tell them why.
4. I will not forget my obligation to the "need to know" and "nice to know" as I go about stressing the "must know."
5. I will grow just as I expect my students to grow.
6. I will evaluate and be evaluated.
7. I will always try to apply the golden rule.

The following are tips for maintaining discipline:

1. Never give an order you do not mean to enforce.
2. The response of the student is in action. Give your command to stimulate action, not to check it. Say, "do this" rather than "do not do that." Suggest an action that can be successfully obeyed.
3. Give a student time for reaction.
4. Have a reason for what you ask a student to do. When possible, take time to give the reason.
5. Be honest in what you say and do. A student's faith in you is a great help.
6. Be fair--it is not punishment, but injustice that makes a student rebel against you.
7. Be friendly. Always show an interest in what the student is doing.
8. Commend good qualities and actions.
9. Try to be constructive, not repressive, in all dealings with students.
10. Remember that a sense of humor is extremely valuable.
11. Do not judge misconduct on how it annoys you.
12. Do not take your personal feelings and prejudices out on the students.
13. Maintain poise at all times. Do not lose your temper.
14. Remember--"The tongue is the only keen-edged tool which grows sharper with constant use." Do not nag, bluff, or be officious.
15. Look for good qualities--all students have them.

16. Do not "pick" on every little thing a student does. Sometimes it is wiser to overlook some things.
17. Bear in mind that misbehavior is seldom willful. There usually is a cause, and it may be in yourself or some other influence outside the student.
18. Listen for suggestions and complaints from students.
19. Follow up all cases that have been disciplined. Be certain that you still have the respect and confidence of the student.
20. Be sincere in your work.
21. Intelligence in handling youth consists of thinking faster than they do. If the students can outwit you, you are not using your maturity and the advantage of your larger education. You should see possibilities before they become results. This is the secret of leadership.
22. Set a good example yourself.
23. Defiance to established procedure comes from failure in some adults to keep the situation in hand. If there is a danger of a direct break, the student should not be forced. An adult's will should never be pitted against that of a student. It is far wiser to give some simple directions that will be mechanically obeyed and pick up the reins of control in a quiet way.
24. Never hold up a student to public ridicule. It is the surest way of creating a discipline problem.

Techniques for group discipline. Education cannot proceed without good discipline. Not only is good discipline imperative for the establishment and development of a successful teaching career, but it is also imperative to the success of a whole school. Students encouraged to lawlessness by one weak teacher make the work of every other teacher in the school just that much more difficult. Schools with a sizable annual turnover, or addition of faculty personnel, must place a greater conscious effort upon the maintenance of good discipline by each staff member than schools with a stabilized faculty of time-tested veterans.

Good discipline requires more than a bag of tricks; it requires a basic philosophy from which specific techniques emerge. Good discipline is best thought of as being positive, not negative; of helping a student to adjust rather than as punishment for his/her not having adjusted; and of turning unacceptable conduct to acceptable conduct. Discipline is largely a matter of morale, classroom atmosphere, or interhuman relationships.

An ultimate, unique achievement for the classroom of our democracy is to have students wanting to do what, in an authoritarian classroom, they would be made to do. Since inner growth is not long fostered by external compulsion or repression, the discipline of highest educational value, which we teachers should consciously and constantly strive to cultivate, is self-discipline on the part of the students. We realize fully that not all groups or all individuals will ever become completely self-disciplined; yet that goal should be the ultimate one toward which we work, because any philosophy of discipline that does not strive to teach and instill the ideal of self-discipline within both the group and the individual will eventually prove weak and ineffective.

The following are suggestions for effective group discipline in the classroom:

1. Begin your class with the bell. If you expect your class to be prompt and businesslike, you must set the tone.
2. There is no substitute for good lesson plans. Classes usually sense the groping indecision of the teacher who does not know what to do next or who does the same thing for too long. Lack of preparation is an open invitation for widespread problem behavior.
3. Teach students that which is meaningful to them. Stress the relationship of what you teach to the students' own welfare. No matter how well organized they may be, content, procedures, and materials that are not geared to the students' maturity and interest invite problem behavior.
4. The whole field of motivational techniques is related to discipline. Pay conscious attention to thorough motivation of your classes and of individual students by every technique at your command, because well-motivated classes and students are far less likely to present discipline problems. Prevention is better than cure.
5. Whatever your individual room standards may be, make sure that they are reasonable, kept to a minimum, well understood by the class, and fairly and consistently enforced.
6. Every new class tries to determine at the outset the standards of behavior that the teacher will maintain. It is, therefore, better to start the year with definite, imposed controls. These controls should then be relaxed gradually as the class exhibits the necessary responsibility. It is always easier to slacken control than it is to "tighten up" after group control has been lost.
7. Be an actor if necessary. However timid, unsure, and ineffective you may feel inside, a good performance of acting assured, confident, and capable for the job at hand will go a long way toward success in achieving good discipline.

8. Never give additional homework as punishment. Discipline problems often arise among the slower and/or unmotivated, and "piling it on" in these situations only compounds the problem. It is better to deprive the group (or individuals) of a privilege.
9. Insist on the general rule of only one voice at a time in your classroom (except in special cases, as when the class is divided into working committees). Teach students to be recognized before they speak; then recognize students fairly. This aspect of ordinary courtesy should be emphasized in every classroom.
10. In general (although there are exceptions), avoid predicting or threatening specific punishments, either to the group or to an individual. However, if you do predict certain punishment for a certain situation, be sure that it can be, and is, carried out. (Do not threaten expulsion from school. Only the principal has the authority for such actions--not you.) Idle threats become meaningless and impair, rather than increase, your effectiveness.
11. Do not make an issue of everything. Sometimes it is better NOT to see every little misdemeanor that goes on in your class. Remember that your students are not adult. The important point is to spot real trouble and to nip it in the bud before it becomes a major issue. Use discernment.
12. Understand students' fads and do not belittle them. As an individual, even a teacher is not going to change the adolescents' world. Be sure to enforce policy faithfully and consistently.
13. Identify yourself with your class, then an offender is hurting his/her fellow students--not you--as you defend the students' best interest. Do not let discipline cases become head-on collisions involving students and their peers against an isolated you.
14. Make it a point to associate with your students in school activities outside the classroom. Pleasant associations in which students can view you as someone other than a classroom teacher help students to discover that you are really human, just as they are. Such rapport aids healthy and effective classroom morale.
15. When in error, do not be afraid to apologize--but do not be in error too often.
16. Generally speaking, it is an important part of your job to solve your own discipline problems. When you need advice for handling a group or an individual, consult a fellow teacher, your department head, or an advisor, and do not wait too long; but send troublemakers to the office only as a last resort. Even the office becomes ineffective if overused, and overuse of it is an admission of ineffectualness to your entire class, which breeds more ineffectualness. Do not become one of the ten percent of the teachers who send ninety percent of the discipline cases to the office for someone else to handle. On the other hand, there ARE occasions when thus dealing with a chief troublemaker can have a most salutary effect upon a whole class, and it is a function of the office to back you in every possible way when there is a genuine need for real help.
17. Much of the good morale and good discipline of the best classrooms is to be found in the inexplicable chemistry of personalities as they interact day by day. There is not one ideal personality for all teachers to emulate; you have to be yourself. But the elements of fair play, friendliness, sincerity, firmness with kindly patience, consistency, and the ability to laugh with students seem to be highly desirable for the creation and maintenance of good classroom discipline.

Source Unknown

YOU ARE NOT LISTENING TO ME WHEN . . .

You do not care about me;
You say you understand before you know me well enough;
You have an answer for my problem before I have finished telling you what my problem is;
You cut me off before I finish speaking;
You finish my sentence for me;
You find me boring and do not tell me;
You feel critical of my vocabulary, grammar, or accent;
You are dying to tell me something;
You tell me about your experience, making mine seem unimportant;
You are communicating to someone else in the room;
You refuse my thanks by saying you have not really done anything.

YOU ARE LISTENING TO ME WHEN . . .

You come quietly into my private world and let me be me;
You really try to understand me even if I am not making much sense;

You grasp my point of view even when it goes against your own sincere convictions;
You realize that the hour I took from you has left you a bit tired and drained;
You allow me the dignity of making my own decisions even though you think they might be wrong;
You do not take my problem from me, but allow me to deal with it in my own way;
You hold back your desire to give me good advice;
You do not offer me religious solace when you sense I am not ready for it;
You give me enough room to discover for myself what is really going on;
You accept my gift of gratitude by telling me how good it makes you feel to know you have been helpful.

Contact News and Views
July-August, 1975

TEACHING

When you've mastered all the methods,
Penetrated all the ways,
Wherein those who were successful
Justify their claim to praise--

Very precious the possession
Of the technique and the art,
But you cannot substitute it
For a sympathetic heart!

Learning will be useless lumber
If it does not make you see
That the verb "to know" is never
More important than "to be."

And take heed of what you're saying,
For the pupil, wiser far,
Will be thinking while you say it
Of the kind of person you are.

'Tis the understanding spirit,
'Tis the soul resolved to give,
'Tis the love behind the lesson
That can make the lesson live.

Garner every bit of knowledge
As a miser does his pelf,
But remember that the core of
All your teaching is YOURSELF.

Connecticut Business Education Handbook

SELF-EVALUATION

Ask yourself the questions below to find out how you rate in classroom management techniques. If you feel improvement might be beneficial, this form should provide some assistance.

	Seldom	Sometimes	Usually
Do I Practice Good Classroom Management Strategies?			
1. Do I read yawning mouths and out-the-window stares as signals to change the pace?	_____	_____	_____
2. Am I skilled at attending to two or more matters at one time?	_____	_____	_____
3. Are my students aware that I am perceptive of behavior in all sectors of my classroom?	_____	_____	_____
4. Do I reinforce behaviors I wish to have repeated?	_____	_____	_____

	Seldom	Sometimes	Usually
5. Do I have the capacity to make professional decisions confidently and rationally?			
6. Can I tolerate those normal, but sometimes irritating, student behaviors documented as typical of the age group I am teaching?			
7. In view of the comtemporary emphasis on the rights of free expression and due process, am I sufficiently informed in school law to rely more heavily on preventive rather than coercive alternatives when dealing with defiant student behavior?			
8. Is my punishment for defiant behavior legal, prompt, appropriate, impersonal, and private?			
9. Am I aware that as a classroom teacher, I cannot be expected to solve single-handedly the social problems of the community that spill from the streets into the classroom?			

What Is the Climate of My Classroom?

10. Do I encourage students to try something new and to join in new activities?			
11. Do I teach in a manner that is exciting and interesting?			
12. Do I learn the name of each student quickly and do I use that name often?			
13. Do I arrange time to permit a quiet talk with each student?			
14. Do I notice and comment favorably on things that are important to the students?			
15. Do I avoid having "favorites" and "victims"?			
16. Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?			
17. Within my limits, is there room for students to be active and natural?			
18. Am I adequately prepared for class each day?			
19. Do I permit my students to make mistakes without penalty?			
20. Do I give extra support and encouragement to the slower students?			
21. Do I set tasks that are, and that appear to the students to be, within their capabilities?			

Are My Disciplinary Techniques Adequate?

22. Do I keep my students alert and accountable?			
23. Do I switch to new teaching approaches when the old ones do not work?			
24. Am I able to help students laugh off their tensions when appropriate?			
25. Do I help misbehaving students understand the probable results of their actions?			
26. Are my control techniques task-centered rather than teacher-centered?			
27. Do I punish my students consistently for breaking the rules?			
28. Does the defiant student clearly know what he/she has done wrong when disciplinary action is taken?			
29. Do I help my students to know and understand the principles of developing self-control?			
30. Do I punish students as their defiances begin to emerge rather than after the misbehavior?			

Sue Shields
A Handbook for Effective Classroom Management
Oklahoma State Department of Education

Use your community for field research. As the class studies a particular topic, have the students survey and analyze its existence in their community.

If you find it difficult to convince students to dress the part of stenographers or secretaries at least once a week or even biweekly, suggest that you and they dress for the office on the birthday of every student enrolled in the course. You can call it "Executive Birthday" day. Students are quite willing to participate in this activity and it encourages a better relationship among members of the class.

Suggested Teaching Approaches
Falls Church High School
Fairfax, Virginia

Use occasional "buzz" sessions to solve problems. Report results to the class.

In order to encourage more involvement by students, divide the class into several groups (with a chairperson) and have them present a portion (unit, chapter, or section) of teaching material. Training aids and handouts should be developed by students.

Motivation. Students do not come to us liking all they must learn, but they learn to like it through motivation and by building a desire to learn and to remain actively involved in the learning process. Generally speaking, motivation may occur when: (1) Learning has meaning and is related to life. (2) Students are made aware of the purpose or worth of learning. (3) The students play an active role in the learning process through realistic activities. (4) There is a readiness to grasp, attitudes are good, and preliminary information for growth-learning has taken place. (5) There is rapport between teacher and student. Both teacher and student must be enthusiastic so that the sharing of the human experience of growing may take place. Thus, it is helpful to create an environment that is conducive to interest, challenge, and enjoyment.

Suggested Teaching Approaches
West Springfield High School
Fairfax, Virginia

Business clubs, if active, can provide a very positive approach for the business program in any school. Business clubs can work as an advertisement concept to encourage more students to enter the business field and to create a learning situation for all students. Our club had business leaders from industry as guest speakers. Local college professors talk about careers in business, and local law-enforcement people talk about crime prevention. The club has field trips to local and out-of-town businesses such as the post office, the personnel office of a large company, and others. The past two years our club has visited a stockbroking company and bought stock. The students watched the stock in the newspaper and made a graph showing the increase or decline. The dividends go into the club's treasury. If you do not have a business club and want a real learning experience--try it.

RozAn Fraser
Byng High School

We publish a class news bulletin occasionally (three or four times a year) on class activities and the class members. We also apply our accounting to the students' farming activities, which gives the students something to relate to and makes learning more personal.

An interesting and fun way to teach is with the use of flash cards. The student calling out the answer first gets the card. The student with the most cards then presents the next round to the class.

Herbert Tustison
Caddo-Kiowa AVTS

This is not an original idea, as it appeared in the Balance Sheet several years ago. To start the project, each student wrote letters to the business people in our town, asking whether they could sponsor a student for one day's work. The student would work without pay for the day. A card for accepting was enclosed with the letter. (This involved typing, cutting a stencil, making mailable copies, etc.) In response to the letters returned by the business people, the students wrote letters of application, stating their qualifications. The students worked for the day in businesses such as variety stores, grocery stores, service stations, drug stores, etc.

After their day of work, I had the students compose and type a paper describing their day on the job. The students also wrote thank-you notes to the business people. We received letters from the businesses telling us how much they enjoyed this project.

Elizabeth Stuteville
Fort Cobb School

I give oral psychology, personality, and self-improvement tests to instill enthusiasm in personality development. These tests are a very good basis for class discussion and self-improvement motivation. The students choose areas in which they are rated low and, as a group, we spend time in class and outside of class improving these characteristics. For example, we devoted a weekend to "smiling." This was fun for me as well as for the students.

Ann Maloy
Western Area Vo-Tech

I believe all business education teachers should have actual experience in the business world before they are certified as business teachers. They would be better teachers and could motivate their students better. They should work at least one year in the business world.

Dorothy Coble
Tecumseh High School

Stand in the classroom door at least five minutes before each class begins. Greet the students individually as they arrive; give them some word of encouragement as they enter. Start the class promptly with a well-prepared lesson, no "bull" or "hedging." Smile and welcome the tardy student, finding out later whether the parents or the student was responsible for the tardiness. Give the students their "money's worth" every minute, and problems will not arise. Skills will develop in spite of the teacher.

Maurine Fails
Sayre Junior College

Make an Honor Roll that shows the name, hour, and grade of those students making an "A" or better. Leave this on display for about a week, or until the next test.

Judy Renner
Choctaw High School

In order to let students learn without their realizing they are putting forth an effort to learn, I construct games based on television programs, such as "Concentration" or "Password." I also make a Bingo game with definitions and terms from the unit we are studying.

Betty Sanders
Clayton High School

I use class periods, occasionally, to talk about what is going on in business in general. Since I have had extensive experience in various businesses, I find this motivates the student to get away from the textbook and talk about something he/she is interested in. Furthermore, I feel that business teachers should be required to spend an intern time in business just as teachers are required to do student teaching before teaching. It would do wonders for stimulating students.

Joe M. Wortham
Canadian High School

Do not divorce yourself from one of the easiest to use and most effective teaching devices--brainstorming. Use the "spark plug," a student who keep "firing" the problem to the small group of five or six students, and the recorder--who writes all ideas presented by the team; the

ninety-second brainstorming session can produce a wealth of information that is of interest to the students and that you might overlook during preparation. It is a great motivational device. Try it! I am sure you will like it.

Robert J. Olney
Wagoner High School

Since Business Education and Home Economics both try to prepare students for the years when they are no longer in school, we should incorporate business situations into home situations and home into business. Most women will have a job sometime in their life. Good grooming is stressed in Home Economics; therefore, combine proper dress for the business world and emphasize neatness and dependability as a good combination for both the business world and home life. Accounting and General Business should be stressed to help a student in budgeting and consumer buying.

Sue Slusser
Agra High School

I composed about fifteen projects and told the students they had to complete nine for a passing grade; any grades over that amount were used as bonus points. This covered Business Law, Communications, Display Advertising, Etiquette, Business Behavior, Business Math, Credit, Banking, Management, etc. This helped emphasize the total class discussion on each area.

I have a sign press in my room; last year, I made all the signs that were needed. This year, I taught one person in each class to use the sign machine, that person taught another, that person taught another, and so on. Now the students do all the signs on a rotating basis. I use this same method for the cash register and adding machine.

Pat Mashburn
Lindsay High School

I sometimes use a Bingo game in business subjects. It works on the same order as regular Bingo, except it uses business terms or facts that apply to the particular subject area. The letters called have the questions and the cards the students have contain the answers.

Irene Busler
Butler High School

THE "OBVIOUS" AND "COMMON SENSE" ABOUT MOTIVATION FOR LEARNING

1. Begin where the students are.

   --Identify strengths as well as weaknesses or difficulties.
   --Capitalize on interests.

2. Establish relevance of course material.

   --Whenever possible, relate course to students' interests.
   --When not possible, use examples of worth.
   --Discuss ways <u>you</u> find the course interesting.
   --Use questions, problems, and case studies.

3. Involve students in choosing what will be studied.

   --Find out what the students perceive as being important; explain that which you perceive as being so.
   --Include some optional or alternative units.
   --Employ alternative learning methods.

4. Arrange learning tasks at levels appropriate to abilities.

   --Do not make tasks too easy or too hard. At first it may be better to err on the side of being too easy; success breeds success. Include a range of difficulty in assignments so that every student has a chance to experience success as well as challenge.

--During the course, tests and grades will motivate more when they reveal what the students have learned, not just what has not been learned.
--Motivation that is too intense creates anxiety and interferes with learning. Set realistic standards, and do so in a supportive ratner than threatening way.

5. Reward students.

--Give the student feedback as soon as possible.
--Both positive and negative comments can stimulate learning; learn the art of using both appropriately.
--When giving negative feedback, make it clear that it is a comment on the particular performance, not upon the student as a person.
--Recognize sincere effort even if the product is not the greatest. This does not mean giving grades for effort rather than learning, but praise should be given for effort as well as accomplishment.
--Success motivates and encourages self-competition. Help students focus on the process of improvement, not just on the final criteria for the course.

6. Consider advantages of the "discovery" method.

--Use students' natural curiosity. Pose questions, encourage the trial-and-error method. Do not scoff at intelligent guesses, capitalize on them.
--Stress understanding more than facts; students will remember better.
--Even though you as a teacher have the responsibility of providing direction and structure of the learning process, do not use excessive direction, or you may simply get blind conformance or defiance.
--Help students evaluate their own progress. Encourage the students to critique their own work, to analyze their own work, to analyze their own strengths, and to identify areas in which improvements are needed.

7. Use teacher-student interactions.

--A teacher should keep channels of communication open; try to understand what the students are saying, check with them to be sure you are correct, check with them to be sure they understand you.
--A student's feelings about a teacher can be a significant help or hinderance to learning.
--A teacher should take a variety of roles, from active direction to reflective support.
--A teacher should be a good model for students to imitate.
--A teacher should be HUMAN!

Source Unknown

How to Study

Assign homework and study projects with the same enthusiastic presentation used in a class discussion.

To improve homework and study skills, do not just say, "Read Chapter 12." Instead, hand out or read the following guide or a similar one:

Page 150	The main idea for the chapter is in the first paragraph. Rewrite it in your own words.
Pages 151-152	Skim this material.
Page 152	What are the changes? Write your answer.
Page 153	Evidence is given here to support the main idea.
Page 154	Read this very carefully. This is the heart of the chapter!
Page 155	Why is the author getting off the subject?
Page 156	Be sure to study these illustrations.
Page 157	Write a brief summary of the chapter to this point.

This type of guide can serve as a "treasure map" to lead the class to the important points of the material assigned.

Give all students an opportunity to share and react in small-group discussion. The students will feel more involved with the direction of the class than if they just listen to a lecture.

Involve the students in choosing the goals and activities of the unit or course. The students will generally feel more responsible for the outcome of their learning. Students have more interest when they plan, organize, and evaluate their own work.

Some students have difficulty because they have never learned to critically examine the purpose of a talk or selection. A way to encourage students to begin to think about purpose is to present a few paragraphs, magazine articles, etc., and have the students list one or two statements of purpose. When the students begin to see that authors and speakers have a reason for communication, they begin to analyze for themselves.

The following are ideas to consider in study skills:

1. The teacher's guidance will determine the quality of study skills developed by the student.

2. Study skills that are informal in nature include the ability to work as a member of a group, team member, or a member of a class.

3. Formal skills include locating and recording information as well as preparing for and taking tests.

4. Time management is a key factor in the development of study skills.

5. Systematic study each day is very important in developing a plan for study.

6. The student needs to develop confidence through constant reinforcement. Being able to see improvement is essential to success.

Successful problem solving or critical thinking seems to comprise relative mastery of sets of specific, learned thinking skills or processes. The following are suggestions to teachers for developing specific thinking skills or processes in problem solving:

1. Get students to define the problem clearly.

2. Aid the students in keeping the problem in mind.

3. Get the students to make many suggestions by encouraging them
   a. to analyze the situation into parts,
   b. to recall previously known similar cases and general rules that apply,
   c. to guess courageously and formulate guesses clearly.

4. Get the students to evaluate each suggestion carefully by encouraging them
   a. to maintain a state of doubt or suspended conclusion,
   b. to criticize the suggestion by anticipating objections and consequences,
   c. to verify conclusions by appeal to known facts, miniature experiments, and scientific treatises.

5. Get the students to organize the material by proceeding
   a. to build an outline on the board,
   b. to use diagrams and graphs,
   c. to take stock from time to time,
   d. to formulate concise statements of the net outcome of the discussion (Parker, 1920).

The following are suggestions for studying:

1. Good study and work habits may be even more basic than the three "R's."

2. Know yourself. Each person seems to have good times of the day for learning. Do you learn best in the morning, the afternoon, or evening? Try to plan your study for the time that is best for you.

3. Experiment to discover your best attention span for studying. If you can concentrate for thirty to forty-five minutes, plan to study for that long. Then do something active and fun for a few minutes before you start again.

4. "Keeping up" is much easier than "catching up." Budget enough study time daily.

5. Learn to set goals. Direct study activities and time toward achieving these goals.

6. Learn to be a good listener. We are not born good listeners; we must learn to listen and practice to improve that skill.

Suggestions to students taking tests are as follows:

1. On a multiple-choice test situation, if you do not know the correct answer, cross out the ones you know are wrong. Then pick the best answer from the remaining choices.

2. On true-false questions, if the answer is partly false, mark it false. Watch for key words such as "always," "never," or "only." These words can help you decide whether a statement is true or false.

3. On short-answer questions, read the statement carefully. If you do not know the exact answers, write the answer you think is best.

4. On matching questions, match the items you know first; then cross them out. Make a good guess about the remaining items.

5. On objective tests, read through and answer the questions you know without lingering over the ones you do not know. Then go back and read again and choose the best answer for the remaining questions.

Six general stages, or steps, included in thinking are as follows:

1. Mental activity is stimulated by objects or persons in the student's environment, memories, perceptions, emotional state, or combinations of these.

2. Direction for thinking is established as the student begins to think and consider alternatives.

3. The student then searches for related materials by reading about a topic, discussing it with friends, exploring memory for similar past experiences, and organizing related information and ideas.

4. The student develops possible hypotheses or tentative conclusions as materials are explored in the third state and some are eliminated and others are organized and reorganized into possible explanations.

5. The tentative conclusions are analyzed and criticized by the student until only the better alternatives remain.

6. The conclusions that have survived the fifth stage are then tested by the student either deductively by checking examples with a general rule of principle or inductively in an experiment.

These six steps in thinking provide a guide for teachers in setting up activities and exercises designed to develop study skills, although these steps in thinking may not be true of all thinking, at all times, in all places.

Certain mental processes that seem to function at each of the six stages of thinking are as follows:

1. Perceptual thinking involves recognizing a problem or the source of a problem, distinguishing relevant from irrelevant material, identifying the main points of a problem, and noting sequences of the main points.

2. Associative thinking includes noting possible approaches to the problem, seeing relationships of new to old approaches, and recognizing patterns or approaches.

3. Inductive-deductive thinking involves distinguishing between relevant and irrelevant material, organizing material, sequencing material, noting main points, relating the new to the old, and relating the unknown to the known.

4. Problem solving includes anticipating endings, predicting events, making inferences, judging inferences, organizing and reorganizing material, and distinguishing between relevant and irrelevant material.

5. Critical thinking includes distinguishing fact from opinion, evaluating sources of information, noting bias, recognizing emotional appeals, and organizing data.

6. Creative thinking involves seeing new relationships and testing these new relationships through inductive-deductive thinking.

The following are critical thinking processes:

1. Recognizing purpose
2. Distinguishing relevant from irrelevant information
3. Evaluating sources
4. Noting special points of view
5. Recognizing bias and slanted language
6. Recognizing emotive language
7. Distinguishing fact from opinion
8. Recognizing and evaluating inferences

The following word list with short abbreviations might be beneficial to the teacher in improving the students' study skills:

ANALYZE	to separate the stated subject into the parts of which it is composed and examine the parts
COMPARE	to state the similarities of two or more subjects
CONTRAST	to look for noticeable differences
DEFINE	to classify the subject and show its unique qualities and characteristics
DEMONSTRATE	to explain or prove by use of examples
DESCRIBE	to give an account of the attributes of the subject under discussion
DEVELOP	to evoke a logical pattern, from any starting point, to a valid conclusion
EXPLAIN	to restate the subject in simpler terms
ILLUSTRATE	to explain fully through the use of pictures, diagrams, charts, or concrete examples
INTERPRET	to explain and evaluate in terms of your own knowledge
JUSTIFY	to prove a statement on the author's terms or to prove your own statements and defend your position in detail
LIST or ENUMERATE	to present a sequence of elements constituting the whole of the subject
OUTLINE or SUMMARIZE	to give the theme and main points of the subject in explicit form
PROVE	to demonstrate by test, argument, or evidence
RELATE	to show the connection between one or more things
SCAN	to read for specific details by moving eyes rapidly across and down the page
SKIM	to read to gain a general impression, excluding unimportant details while concentrating on key words and phrases
TRACE	to describe the progress in narrative form from some point of origin

The following is a suggested way to use the SQ3R Method of Study:

Most students spend too much time trying to study for tests, and very little time in actually studying material necessary to successfully pass their exams. Why? Well, research studies have defined the problem as one of approach; that is, the average student is unable to organize his/her effort in a systematic way. Perhaps you have this same problem? If so, then SQ3R is for you! Have you spent hours cramming for exams only to walk away from the test not knowing whether you passed or failed? Do you spend time looking over your material (notes and text) and become discouraged about the amount of material you must learn in order to pass the test? If these are some of your concerns, then you should consider this method of studying. It really works.

Now, I am not suggesting that each and every student can only pass tests using this method. Some students naturally develop study methods that work for them. However, if you want to make the best possible use of the time you have allotted for this study so that you will have learned the important things, bypassed the trivial, and remembered what you studied, then let us consider the most effective way to do this--SQ3R.

SQ3R: Why It Works. SQ3R has been soundly tested. It has been shown to describe not only what good students do, but to be a safe guide for improving enormously the work that all students, good and poor, can do.

SQ3R is based on an information processing theory of learning. This view suggests that humans inherently try to "make sense" out of their world; this reduces uncertainty concerning the nature of the world. Researchers have found that people:

(1) Take in information through their sensory organs (eyes, ears, touch).
(2) Process this information through their memory systems.
(3) Organize and categorize this information in the most meaningful manner possible (usually relating it to something they already know something about).
(4) Store the information so that it will be available for recall and future use.

It is probably very obvious to you now why learning and remembering the vast quantities of material you will encounter in courses is so difficult--there is so much to keep track of. And, we are continually exposed to much more information than our brains can possibly process and retain. Therefore, the speed at which new information from our environment can be injected to our "thinking system" is severely limited by the rate at which our brains can process information. But, efficient students can learn to live with this limitation by structuring the process of assimilation, and SQ3R will do just that for you! Well, we have discussed why the system works; now, let us talk about how it works and what the formula is.

SQ3R: Survey, Question, Read, Recite, and Review. There are many variations of this formula, but it is important that you remember each of the five steps and the proper sequence of each step.

WRITE THE FORMULA IN PROPER SEQUENCE:

1. _____
2. _____
3. _____
4. _____
5. _____

How to Do It. S = Survey. Taking a few minutes to survey a chapter before reading it closely will save time in the long run. It prepares you for what you are going to read and calls your attention to things you may already know or do not know about the material. An author uses many aids to get you ready to read new material. These consist of headings, subheadings, pictures, graphs, capitalized words, italicized words, summaries, and book lists. However, these helps are only as good as your ability to use them.

Use the following suggestions for surveying a chapter:

(1) The first thing to do when surveying a chapter is to read the chapter title and think about what it says or means.
(2) Next, read the headings and subheadings. Headings not only reveal the author's organization of material but also provide you with key phrases that reveal a chapter's basic content. If you know anything about these subjects or have studied them before,

the key phrases will trigger what you have stored in your memory and bring it from your subconscious mind. Subheadings are breakdowns of main headings. They usually reveal the important points related to the major heading. The different size of type or bold print used purposely stands out as a visual aid for the reader.

(3) The third step is to read the summary if there is one. A summary will give you all the important points of the chapter. When you read closely, you will know what is considered important to remember and you will pay more attention to those points as they are explained in the chapter.

(4) Next, read the captions under the pictures, charts, graphs, or illustrations. Looking at such aids before you read closely puts your mind into the right frame of reference.

(5) Last, see whether there is a bibliography or list of books related to the content of the chapter. You may be required to do a book report for the class and may need some idea of what to read.

Q = Question. The second step of the SQ3R study-reading formula is question. You probably know already that we can remember something much better if it has some specific meaning for us. That is why reading an assigned chapter from a textbook simply because the instructor said to read it is not always a meaningful experience. If you have no real purpose for reading something other than that it was assigned, you will get little meaningful comprehension.

The best way to get more from reading assignments is to ask yourself questions about what you are going to read. Questions aid study reading because they focus attention on the subject matter. They provide a personal purpose for reading--a purpose beyond the fact the material is assigned. Looking for answers to questions also keeps the mind from wandering to other things as we read and, therefore, speeds up the studying process.

Surveying, if done properly, provides a natural setting for asking questions. Here are some examples of the kinds of questions you might ask yourself while surveying or after surveying. Learn them: they are important.

(1) What does the title of the chapter mean?
(2) What do I already know about the subject?
(3) What did my instructor say about this chapter or subject when it was assigned? (He/she may have said something in class or on a handout sheet.)
(4) What questions do the headings and subheadings suggest? (Some study-skills experts recommend that you turn the chapter title and headings into questions.) For example, you might have asked when you started reading this section, "What does the 'Q = Question' mean?"
(5) Are there questions at the beginning or end of the chapter? (These questions are often skipped by students when they should be read carefully, since they ask what the author obviously thinks is important.)
(6) Are there questions in the workbook that may go with the textbook? (Often workbooks accompany textbooks and contain questions related to the chapter assigned. Make good use of such aids.)
(7) What do I want to know about the contents of this chapter when I am finished reading?

Now look over the questions once again and make certain you know them and understand them.

R^1 = Read. The third step of the SQ3R formula is to read. Too many students begin reading an assignment without any preparations, such as the survey and question steps. The results are usually poor comprehension, mind wandering, and lots of rereading of parts that do not make sense. It is true that your assignment is to be read, but not without the proper preparation that the S and Q techniques offer. The actual close reading of the material will be easier and comprehension will be better after you have prepared.

Here is how you should do your close reading (R^1 = Read). Learn these steps. They are important to remember.

(1) Read to answer the questions you raised while doing the survey/question routine; or read to answer the questions at the beginning or end of the chapter if there are any. Remember, reading to answer these questions gives you a purpose and a sense of direction.
(2) Read all the added attractions in the chapter. Most textbooks have pictures, maps, graphs, tables, and other illustrations that supplement or clarify what the author is saying.
(3) Read extra carefully all the underlined, italicized, or bold-faced words or phrases. When terms are printed in a different size or style of type, it means the author is calling attention to them. Study such terms carefully. Usually they are quiz or test items.

Read the three points above again. Make certain you know them.

R^2 = Recite. One of the best ways of understanding anything is to tell it to someone else in your own words. At this final stage, "tell" your answers to the questions, either to yourself aloud or to another student in conversation. Making a synopsis or summary (which includes answers to your questions) is also a powerful learning method.

R^3 = Review. After you have completed the reading and recitation, try to remember each section. What was the author's main purpose? What were the chief points? What was the overall plan? Try to keep the key points in mind.

Paul St. Amand
South Oklahoma City Junior College

ACCOUNTING

Accounting

The primary reason for offering high school accounting is to provide students with the knowledge, skills, and abilities to secure entry-level jobs in the bookkeeping-accounting areas. However, not to be overlooked are the personal and general education values, especially in the elementary course. The ultimate objective is student learning, and the teacher's role is to facilitate and enhance that process.

Dr. Lloyd Garrison
Oklahoma State University

Be sure that students see "why" in each phase of study. Unless they understand that the assets are placed on the left side of a balance sheet for a real purpose, they are only meeting the teacher's requirement for completing their work without really starting the course with a clear understanding. This same "why" should be emphasized in all phases of learning.

Reba Jo Self
Kiowa High School

The following ideas will add variety to the class:

1. Have a resource speaker talk on the importance of accounting records.
2. Plan a field trip to a business office to observe accounting procedures.
3. When possible, teach relevance by letting the students assist in maintaining the records of the school store.
4. Invite former students who are using bookkeeping/accounting in their work to visit the class and discuss their work.
5. Use business forms from local offices, especially financial statements, and newspaper and magazine articles to enhance bulletin boards.

Oklahoma Educator

Assist the students in becoming aware of job opportunities in accounting by encouraging them to bring ads from newspapers to class. Conduct a class discussion with the students about the kind of work, hours, pay, experience needed, training needed, and how to apply.

Oklahoma Educator

The following ideas and suggestions could be utilized in accounting:

1. Special emphasis should be devoted to the explanation of how to read the textbook for the most meaning, what to look for in each chapter, and how to gain the most benefit from the illustrations.
2. Terminology should be stressed at all times. Before the end of the year, terms such as "audit trail" and "fiscal year" should be a part of each student's vocabulary.
3. Review and remedial instruction should be a planned part of the accounting course. It may be necessary to devote a few minutes or an entire class period for this remedial instruction.
4. If the students are permitted to use adding machines, be sure to teach them how to use the machines effectively and correctly. Tapes might be turned in as proof of work.
5. Study guides in the workbook could be used as a pretest. After the material in the textbook has been discussed in class and the problems have been completed, ask the students to use the study guides as a posttest. This will help the students in the learning process.

Oklahoma Educator

The Oklahoma Society of Certified Public Accountants is a good source of career information. It offers a number of services, including films, literature, and speakers. Telephone (405) 427-8381.

The Social Security Administration has produced some very informative filmstrips ("Social Security . . . Where It's At" and "SSI Makes a Difference"). These films may be obtained free of charge by contacting the U. S. Department of Health, Education, and Welfare, Social Security Administration.

At the beginning of each year, I ask my accounting students to collect career information from various sources (magazines, help wanted ads, colleges, businesses, etc.). This information is used in class discussions and in the preparation of a bulletin board.

When reviewing the recording of business transactions in the journals or in the T accounts, I like to divide the class into groups of two and assign a different transaction to each group. One group member is asked to record the entry on the overhead projector or on the chalkboard while the other member explains the problem. This activity is especially beneficial to those students who have not fully understood the material.

In an effort to keep my accounting students better informed of their progress on practice sets, I have prepared a series of envelope check-up sheets for each set. When a student finishes an envelope (or a series of activities), he/she must complete a check-up sheet (account balances, key journal entries, column totals, checkbook balances, etc.). The sheet is graded and returned to the student almost immediately so that all necessary corrections can be made before he/she continues.

Each year I administer the "National Business Entrance Test for Bookkeepers" to my students in Accounting II. Most students enjoy the challenge that this test provides. Certificates and awards are presented at a school assembly to those who successfully complete the examination. Tests and certificates may be purchased from the National Business Education Association (NBEA).

The suggestions included in the recommended procedures for covering each chapter, Business Education in Oklahoma page 3, are very good.

Dave Garman
Western Heights High School

Ideas for testing and grading. Tests should be made up of several different types of questions (multiple choice, true-false, etc.) to give the students a better chance for success; tests prepared by textbook companies are generally good measures of understanding and knowledge; short quizzes prepared by the teacher may be helpful in motivating and checking progress; short-problem tests can be helpful in determining the students' understanding of the process. Transactions that have blanks can be used so that the student can indicate whether the account is to be debited or credited, the amount of the total, etc.

Oklahoma Educator

Some students will become actively involved with accounting if the teacher invites them to assist in a slide presentation. Pictures made by the student and teacher as well as narrations written by the student and edited by the teacher may be used.

Barbara Langley
Stonewall High School

To help students learn the basics of assets, liabilities, and capital, place the names of various accounts on large cards. Display each card and have students tell the classification of the account, the balance side of the account, and whether the account has a debit or credit balance.

Glenda Talley
Yukon High School

After the balance sheet is introduced and before problems in the book are assigned, I have the students prepare a balance sheet for themselves to find their personal worth. They learn and better understand the meaning of the terms "assets," "liabilities," and "owner's equity."

Elaine Corum
Arnett High School

After the complete accounting cycle has been explained, let the students relate the cycle in illustrations on the board, explaining how to get from one step to the next. After this has been thoroughly related to each student, set up an imaginary business. Start at the very beginning and open the books for this business. This activity helps to get the students ready for their first practice set.

Gary Cartwright
Bethel High School

In teaching adjustments, I use actual merchandise, such as cereal boxes and canned goods. It is fairly easy for the students to see the inventory changes and their relationships to the books' inventory figures. The same procedure may be used to illustrate the change in supplies inventory. Place a number of articles on a desk. After "purchases" are made by several students, the supply of merchandise for sale is replenished.

Anonymous

While on the chapters on payroll, I compose a problem using the students as employees. They prepare a payroll register, W-2 forms, quarterly reports, and income tax returns. I get free forms from the Oklaoma Tax Commission and the Internal Revenue Service.

Lily Mae Cagle
Allen High School

We use Internal Revenue Service tax teaching materials in our accounting classes in January because a large percentage of our students hold out-of-school jobs and have need for completing their own income tax returns. Income tax returns can be taught by using the students' W-2 forms as examples. Resource people and field trips also add interest to accounting classes.

Claudine Reynolds	John Millsap	Betty Jo Rogers	Quincy Dawes
Valliant High School	Checotah High School	Gray High School (Idabel)	Cushing High School

To emphasize the relationship of the various steps of the accounting cycle and provide the student with a model of each step, use an accumulative project as you introduce each chapter. This involves the student in learning immediately.

Suggested Teaching Approaches
Annandale High School
Fairfax, Virginia

Have pairs of students contact businesses in the community and ask whether they can visit and look at some of the account titles, business papers or forms, and special books of entry. Explain very carefully that the students are not to look at any confidential information, but rather the accounting system as a whole. Have the students report their findings to the class. The students will be interested to know that businesses do keep accounts like those they are studying.

Oklahoma Educator

To promote the idea of ledger entries and posting, use the receipt book and ledger of your school's general fund account. By using this material, the students can see in actual use the importance of keeping accurate records and the importance of correct posting. Above all they can see that what they are doing in the classroom is also being done in real-world situations.

Danny Thornton
Lahoma High School

Bring activity fund account ledgers and journals from the high school office for audit. The first student to finish becomes a head accountant and helps the other students find their errors or acts as a tutor.

John Millsap
Checotah High School

The first problem of a new assignment is shown on an overhead projector. The students and teacher work together, and the students become involved and seem to understand better. The students tell the teacher what amounts to record.

Marcelyn Keller
Kingfisher High School

Check completed exercises by asking specific questions on problems, such as, "What was the total of the general debit column in the cash payments journal?" Several questions like this tell whether or not the student work is correct.

Claudine Reynolds
Valliant High School

In my Accounting I classes, I use the projects as open-book tests that are to be completed during class. I have found that all my students will complete the assignment within the period of time allowed. The students who have not worked well in the past really get into action and read the previous chapters with which they have had difficulty.

I allow the students to come in to work on the project before school, during lunch, or after school if they need more time to find an error or to make any corrections.

The students work without assistance from each other, but I am available to help when there is a problem. I am pleased with the enthusiasm and interest my students show with the project.

Janice Johnston
Clinton High School

Use one day for the discussion of the chapter. Use the remainder of the week (longer if necessary) to work in the workbook, with students working in groups of three or four. My accounting class usually consists of eight to twelve students. I have found that the slower students, or students with little interest, try harder and contribute to their group.

Kenneth Leggett
Binger High School

I let my students check their own homework against a key I have placed on a table in the front of the room. The students are to complete the problems and then check them. The work must be corrected before it is handed in to me. This method provides the students with the opportunity to see their errors as they are made and to see immediately the correct way to do the problems. Then I check their work and give them proper credit for the assignment. This checking procedure has helped prevent students' frustration in finding out later that the same mistake has been made repeatedly. A problem test may be given and graded after each chapter is finished.

Lorene Campbell
Okemah High School

Charles Womack
Gray High School (Idabel)

Dorrace Jo Watson
Fox High School

Kenneth Leggett
Binger High School

Joyce Burpo
Sooner High School (Bartlesville)

30

When doing practice sets, especially with a large class, I assign each person a working partner. Then each student has someone to consult when I do not have time to get to everyone. Partners can be chosen so that students will not copy. I have never had a problem using this method. I have found that one student does not want to do all the work and have the other one copy it.

Cheryl Wilson
Beaver High School

I have individualized my accounting classes. Each student works independently at his/her own rate, but this does not mean that all students are just given the book and told to do the work. Students read the chapters and then ask for help in clarifying any points they did not understand. Students may also listen to cassette tape recordings that discuss the chapters. Once students understand the information in the chapter, they work a set of assigned problems. Each chapter is followed by a chapter test. These tests are objective and cover vocabulary and accounting theory. Each unit in the book is followed by a unit test, which is a problem-type test. I have found this approach to be very satisfactory.

Richard Cooper
Cortez, Colorado

Divide the students into small groups and have one student who excels in the class help the other students with their transactions. This is an asset to the slower students and makes a good learning situation for the entire class. Another idea is to let students work in pairs, especially when the class is large. This helps because it is sometimes impossible to answer all of the students' questions and give each student individual help.

Vera Turnbow
Tahlequah High School

Quincy Dawes
Cushing High School

When I cannot be in my Accounting I class, I have one of my Accounting II students act as the teacher. The student explains and answers questions, giving help where it is needed. I have found that this is very beneficial to the Accounting II student.

Judith Depew
Turpin High School

Another idea along the same line includes the following: Students in accounting or business math are selected by the teacher to present a part of the lesson. Students outline the presentation first, and then the teacher offers suggestions and tips. Students gain good experience and the class enjoys the change of pace.

Oklahoma Educator

For variety in my Accounting II class, my students actually bought stock. After some research and a speaker who spoke to the class about the stock market, each student chose his/her own stock and received a stock certificate. Tuesday through Friday the students chart their stock, from the newspaper, on displayed graph paper. This is done the first five or ten minutes of the hour while I check roll.

Every few days we spend a few extra minutes discussing how much money we are making or losing. I do not feel it takes that much time from accounting, and the students enjoy learning about the stock market.

Wanda McCormack
Moore High School

We have found that our accounting problems can be more efficiently worked and retained by tearing the pages out of the workbook, punching them with a three-hole punch, and placing the pages in consecutive order in a three-ring binder. The students are very enthusiastic after they see that this takes only a short time to do. Students may work individually or in small groups in punching the holes and placing pages in the binder. It is much easier for the students to work their problems and to keep papers in order.

The hardback binder provided some additional benefits: (1) We found that by the latter part of the year we still had neat, clean, accounting forms to use instead of crumpled, dirty pages that resulted from carrying and using the book all year. (2) Tests and additional problems can be punched and inserted in the binder for future reference and review.

Aurilla B. Reeder
Chandler High School

I use the study guides in the workbook as chapter tests to cover theory. Students remove the study guide when the workbook is purchased. The study guides are kept in individual folders in a locked file cabinet. Tests are easy to check and do not have to be prepared. I use the spelling-bee approach for review and reinforcement. The student who remains standing receives points. The "Hollywood Squares" approach is used for review and a change of pace.

Lila Dickey
Amber-Pocasset High School

I use a game-show situation in getting the students to learn the terms that are essential to accounting. We set up our game like "Password," "Split Second," "Bingo," or "Tic-Tac-Toe." I will read a definition or use the work that I want them to know in a transaction or sentence. Some of these games can be played individually or by teams. Small prizes can be given, but are not necessary. The students seem to enjoy it, and it is a break from what they cal "LBD" (lecture-boredom day). It is a learning situation even though it gets loud.

My students enjoy doing practice sets. I require one set each semester and give bonuses to those completing extra sets. The bonuses provide motivation, and the students gain much experience from the practice sets.

Rob Davis
Deer Creek High School

Myra Leist
Lookeba High School

This year Halloween fell on Friday. Well, you know how students are on Fridays anyway; and this being a holiday, they really did not want to do anything or settle down. I had prepared a handout problem for the students to do involving Halloween. We were preparing income statements and balance sheets from the work sheet. The students were given the list of accounts of "Witch Hagatha" and had to prepare a work sheet, income statement, and balance sheet from the list. All the account titles were silly, such as "Count Dracula" (a creditor who would prefer payment in blood). It kept the students busy and motivated them because it was not the same old humdrum from the book. The class seemed to get involved and worked right through the problems.

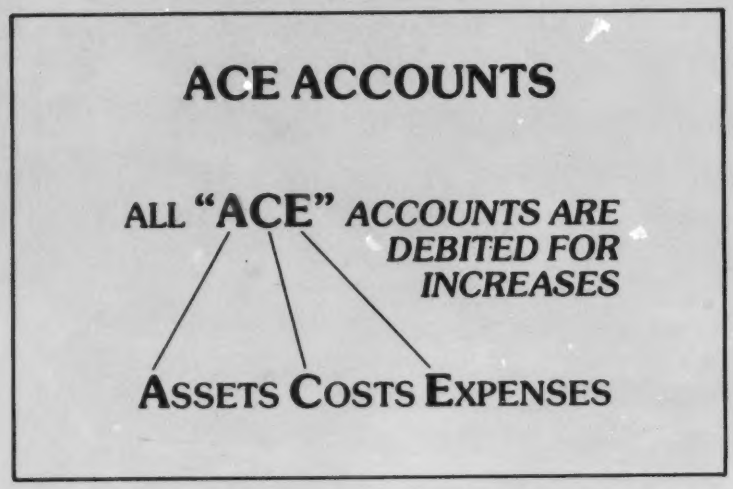
Brenda Dorsey
Meeker High School

Awards may be used as motivation for the students. Many publishers provide certificates if their texts are used. Check the teacher's manual for this service.

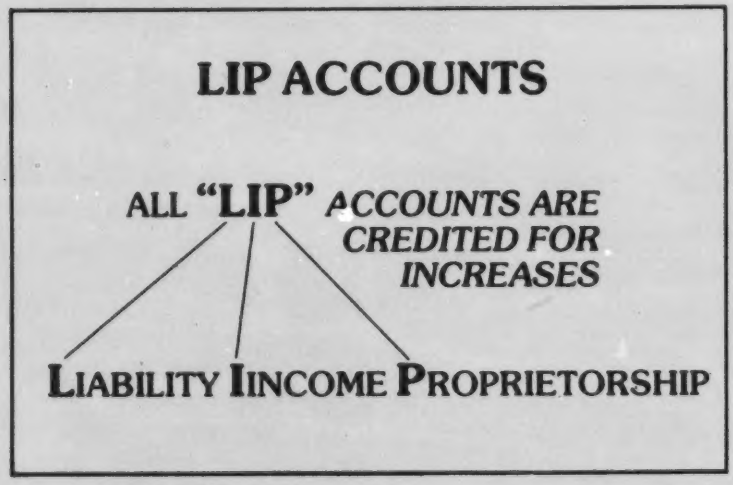
Barbara Langley
Stonewall High School

Bulletin Board Ideas

ACE Accounts. The first letters of the words "assets-costs-expenses" spell "ACE." All the student has to remember is that all ACE accounts are debited for increases.

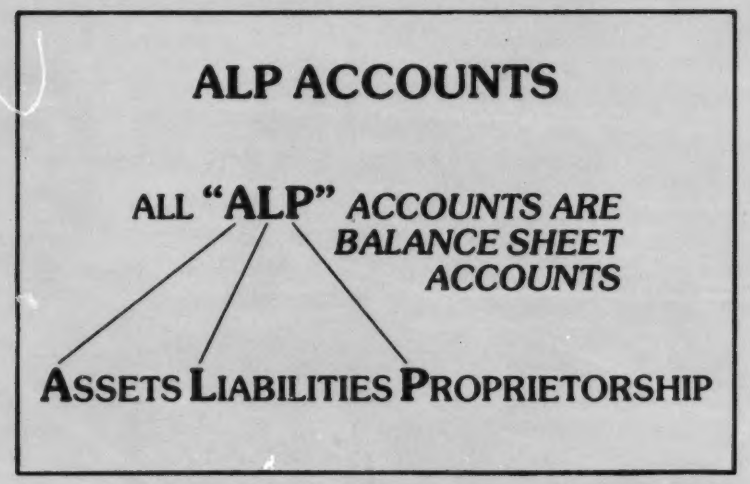


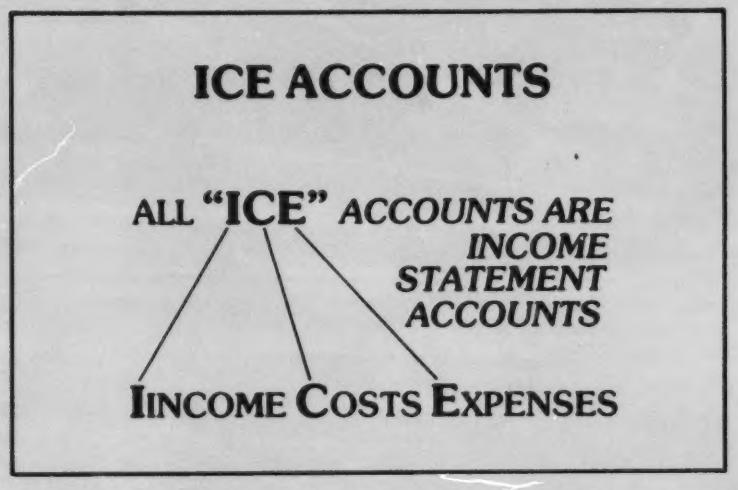
The first letters of the terms "liabilities-income-proprietorship" form the word "LIP." Accounts in these three groups are credited for increases; therefore, remember that LIP accounts are credited for increases and debited for decreases.



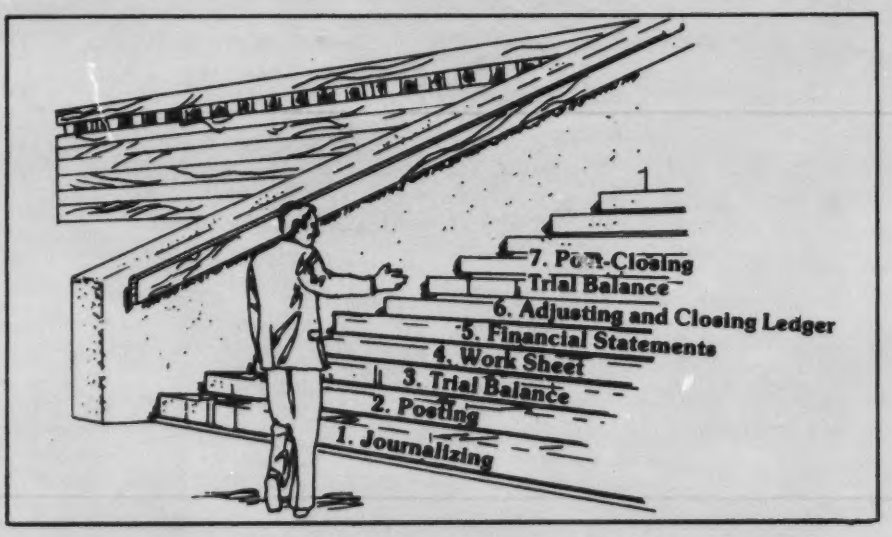
ALP and ICE Accounts. Here is another mnemonic device that may be helpful in getting students to understand the difference between real, or permanent, accounts and nominal, or temporary, accounts. The word "ALP" is made up from the first letters of the terms "asset-liability-proprietorship." Such accounts are as permanent and real as the Alps. On the other hand, the word "ICE" contains the first letters of the terms "income-cost-expense." Since ice melts away, the "ICE" accounts can be considered temporary.

Later in the closing process, the teacher can point out that as the ice on the Alps melts away, some of the particles adhere to the mountains and become part of the permanent land structure, just as the temporary accounts may make additions to the permanent accounts.





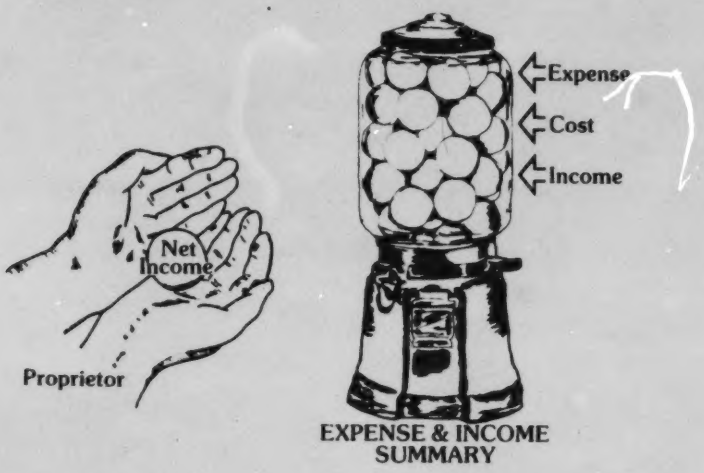
The Accounting Cycle. A large poster showing the steps in the accounting cycle may help prevent students from losing sight of this complete process while they are involved with routine details and transactions. A cut-out of the "bookkeeper" may be moved from step to step as students progress through the cycle.

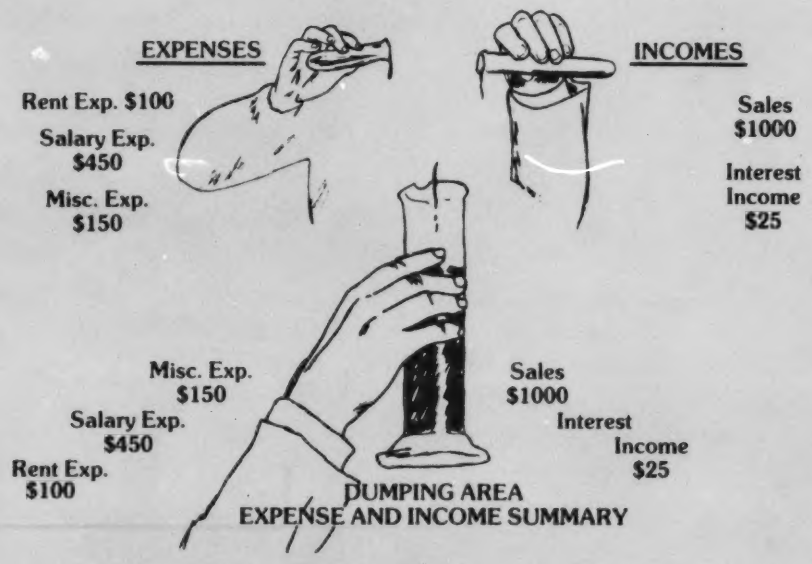


What is done:

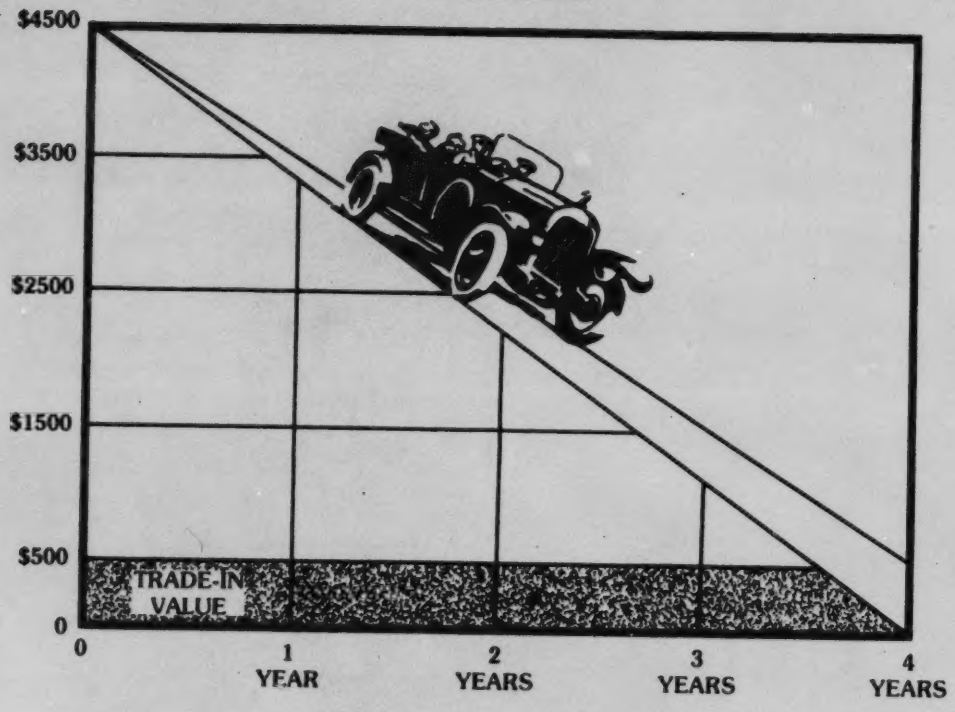
1. Analyzing business transactions into debit and credit elements and recording them in books of original entry
2. Transferring, sorting, and summarizing journal entries in the ledger accounts
3. Testing the equality of debits and credits in the ledger accounts
4. Making necessary adjustments and compiling balance sheet and income statement information
5. Preparing the income statement and the balance sheet from the work sheet
6. a. Journalizing and posting the adjusting entries
   b. Journalizing and posting the closing entries
   c. Balancing and ruling the accounts
7. Proving the accuracy of closing the books by testing the equality of debits and credits in the ledger accounts that remain open

Closing Time Posters. Closing time is roundup time. A few attractive and colorful posters such as the two shown may aid in conveying to the students a rather difficult concept.





Depreciation



Purchase Price - Scrap or Trade-In Value. Annual Depreciation Estimated Life in Years

See "Computers" section for activities to be used in accounting.

BUSINESS COMMUNICATIONS

Business Communications

General Instructional Ideas

Give students experience in proofreading and in the proper use of proofreader's symbols. A good plan is to have students exchange written assignments with other student proofreaders. The proofread and marked papers are then returned to the author, who makes the corrections before submitting the paper to the teacher. One of the outcomes of this type of teaching technique is the debate between students as to the nature and verification of the error.

Each Friday, test students on ten new words from a list of 150 words along with ten words from previous weeks. Students are expected to type the definitions of the newest words, to spell the words correctly, and to supply the correct words to definitions of words already learned.

With the help of the school librarian, be sure to acquaint students with sources of information. This is especially important for a Business English or Business Communications class. Books and references of particular importance to business students are atlases, books of quotations, foundation directories, almanacs, directories of business firms, directories of associations and organizations, government publications, etc. An employer often expects an office worker to obtain information available from these sources.

Stage a scene by having some students run into class, argue and gesture loudly, and leave quickly. Ask other students to describe the scene and the participants in it.

Bobbye Persing
Central State University

Have students draw each other's names from a box, then learn as much about that person as possible in ten minutes. Allow two minutes for each student to introduce the person whose name he/she drew.

Have each student introduce another student as though he/she were a famous person, giving a brief biography of his/her accomplishments and interests.

Have students select a single topic to demonstrate something that requires a clear explanation. These topics might include wrapping a package, mounting a picture on a bulletin board, finding a word in a dictionary, addressing an envelope, operating business office equipment, etc.

Use tongue twisters to emphasize the importance of enunciation skills.

Have students in groups of three to five practice telling stories. Type on cards words that will express an idea or descriptive episode by following the sequence in which they are written (bubble gum, boy, principal, custodian, etc.). The student telling the story should be able to elicit questions, signs of interest, and attentiveness from his/her listeners.

Have students read selections that illustrate "mood." These selections should convey in a sentence or two a happy voice, a tired voice, an angry voice, or a self-pitying voice. A variation of this technique requires that the speaker stand out of view.

Oklahoma Educator

Speaking

Have the class start the first day by asking each student to stand and give the following information about himself/herself: name, selected occupation, hobby, etc. A good follow-up is to have each student introduce the student behind him/her on the second day (this is more fun if you require the students to change seats each day the first week), and to introduce the students sitting around him/her on the third and fourth days. (The teacher starts this by introducing one student and then asking him/her to stand and introduce the student on his/her left, or sitting diagonally to his/her right, etc.). Then the first test should include an item requiring the student to list all his/her classmates by first and last names.

Another system is to have the student interview another student in front of the class. The interviewer has to prepare his/her interview questions and conduct at least a five-minute radio-type interview.

Students can have fun and also get practice by giving ten-second commercials. Have each student bring one empty container to class to put into a box. Then three students a day are required to reach into the box without looking, select a container, take one minute to read the product information on the container, and stand and give a ten-second commercial, translating the information on the carton into a customer benefit or sales appeal.

California Business Education Program Guide

I teach the students machine dictation by having them reply to a letter by dictating the answer into a recorder. The students must cover all points from the textbook that are listed for good machine dictation, such as speak clearly, give instructions to the typist, have thoughts organized, etc. The person dictating is then evaluated by the class. I hand out a form on which I have listed all the points in dictation the students will be expected to use. I turn the recorder on playback, and the class evaluates the dictation as they listen to each recording.

Ruth Ford
South Oklahoma City Junior College

Writing

Duplicate brief descriptions of situations that require a letter of memorandum, such as a request for motel accommodations, a simple merchandise order, an acceptance of an invitation to a banquet, or a brief memorandum informing an employee that his/her salary is being increased. All of these are examples of possible situations.

You may want to have students work in pairs and compose letters. By working together, the students will be able to help each other choose the best thoughts, sentence structure, and words.

Give students business letters that are not well written. Have students rewrite the letters and type them in acceptable form.

A Curriculum Guide for Stenography II
Fairfax, Virginia

Use newspaper articles as springboards for a simple reading exercise followed by a free-wheeling creative writing activity. Do not be concerned about grammar, spelling, punctuation, and form on this one. Praise the students for using good psychology, for being creative, for motivating, for good content, etc. If you take up the papers for purposes of learning about the students' grammar and other mechanics, make anonymous, summary comments to the class. Do not mark individual papers for return.

Bobbye Persing
Central State University

One of the problems in teaching a short unit on business communications from a textbook is the students' disinterest in writing letters that are not "real." Here is a possible solution to that problem: Have students write and mail actual business letters.

The students involved in this project might write letters of the following types:

1. Letter of request
2. Letter of application
3. Letter of complaint
4. Letter of civic responsibility
5. Letter of appreciation

For some of these topics, more than one letter may be written.

Good sources for letters of request are labels and packages offering free recipe booklets, magazine ads offering free craft projects, and ads offering free vacation information.

The letters of appreciation and complaint could be written about services or products used by students. The students also learn to find addresses of companies in distant cities.

The letters of civic responsibility could be written to officials at any level of government to advocate or protest a particular position. Students also learn who their officials are and how they should be addressed.

The letter of application could be written in response to actual ads in the classified section of a newspaper. However, this time only those letters from students who actually want to apply for the advertised positions are mailed.

In addition to addressing envelopes, students learn to stamp them, a skill that is seldom practiced in the classroom. Students also learn to correctly sign, fold, and insert letters into envelopes. Another skill learned is the procedure for enclosing a self-addressed envelope.

Each type of letter is introduced through a classroom discussion of the characteristics of that type of letter, with examples of each. Students can then compose, type, and prepare the letters for mailing.

This unit can be scattered over a semester, with one or two class periods spent on each type of letter.

When the students begin receiving replies, samples, and materials in response to the letters, the students' enthusiasm and interest in writing letters increases. I have found this to be much more effective than writing "pretend" letters.

Linda Young
Newcastle High School

The following approach might be used to illustrate how to write a paragraph:

"Hamburger" Paragraph

The topic sentence
states the paragraph's
organizing idea.

Information presented to explain,
clarify, exemplify, or support
this main idea

Details and
examples used to
explain the facts

A sentence that wraps up the
paragraph by summarizing what
the paragraph attempts to
communicate

3M Company
St. Paul, Minnesota

The following are some thoughts from Malcolm Forbes, president and editor-in-chief of Forbes magazine, on how to write a business letter:

If you are not sure what you want to say, write it down--in one sentence.
List the major points you want to get across--it will keep you on course.
Call the reader by name and be sure to spell it right.
Tell what your letter is about in the first paragraph.
Write the entire letter from the reader's point of view--what is in it for him/her.

Be positive.
Be nice.
Be natural--write the way you talk.
Do not be cute or flippant.
Have a sense of humor.
Be specific.
Lean heavier on nouns and verbs, lighter on adjectives. Use the active voice instead of the passive.
Make your letter look appetizing.
Keep your letter short.
Make it perfect.
Be crystal clear.
Use good English.
Do not put on airs.
Do not exaggerate.
Distinguish opinions from facts.
Be honest.
Edit ruthlessly.
The last paragraph should tell the reader exactly what you want him/her to do or what you are going to do.
Close with something simple like "Sincerely."
And for heaven's sake, sign legibly.

Adapted from International Paper Company publication

The following are some examples of good "openers":

1. Thank you for your letter of April 12.
2. Thanks for your fine contribution to the success of the Consumer Workshop.
3. Your work with the Committee on . . . is greatly appreciated.
4. You are to be complimented for the . . .
5. Please send one copy of each of these brochures.
6. Could you check something for me?
7. Here are the copies you requested.
8. Congratulations. You certainly deserve the award presented to you at the . . .
9. Would you be the speaker for the . . . ?
10. Best wishes to you in your transfer.
11. Please forgive our carelessness in not inviting . . . to the . . .
12. Please accept my apology for . . .
13. Ms. Janet Jones has asked me to write a letter of recommendation. I am pleased to be able to do so for such a deserving person.
14. You are right when you say . . .
15. As an experienced teacher, keenly interested in . . . , would you like to participate in . . . ?
16. Because of your interest in . . . , you may want to know that . . .
17. The Committee on . . . will meet . . .
18. Your name is listed among those who might be interested in the upcoming meeting of . . .
19. As chairperson of the . . . Committee, I invite you to . . .
20. Yes, you are right about the . . .
21. Fran Ellis, for whom you requested a reference letter, is quite capable of managing an office.

The following are some examples of fairly good "openers":

1. Enclosed are the materials you requested.
2. We regret that . . .
3. I am sorry that . . .
4. You will find enclosed . . .
5. We are sorry that we are unable to . . .

The following are examples of poor "openers":

1. Enclosed please find . . .
2. In response to yours of the 20th . . .
3. I want to take this opportunity to let you know that . . .
4. I want to take this opportunity to thank you for . . .
5. Just a note to let you know . . .

6. We wish to acknowledge receipt of . . .
7. Referring to your inquiry of April 5 . . .
8. This is in reply to your inquiry of April 5 in which you . . .
9. We cannot understand your claim that we . . .
10. Your application for . . . has been refused . . .
11. This is to inform you that we cannot . . .

The following are some examples of good "closers":

1. Members of our staff will gladly answer any questions you may have.
2. We shall welcome any other suggestions you may have.
3. Be sure to let us help you whenever we can.
4. Best wishes for a successful school year.
5. Just send us the brochure titles, and they will be on their way to you at once.
6. You have our best wishes for a good year.
7. Will you give us the pleasure of serving you soon?
8. Please let us know when we can help you again.
9. Please write us again whenever we can assist you.
10. We will gladly provide any other information you may need.
11. Congratulations on an excellent job.

The following are some examples of poor "closers":

1. Thanking you in advance, I remain,
2. Your check is expected by return mail.
3. If you choose to complete the form properly, we may be able to complete the arrangements on time.
4. It is imperative that we have your application by April 12.
5. We hope this will not inconvenience you.

The following are some examples of good transition:

1. Repeating:

   a. The first step is to complete an application form. The form is . . .
   b. One responsibility of the committee is to develop a set of recommendations about admission. These recommendations must include . . .

2. Using linking words and phrases:

   a. Please plan to attend the meeting. However, if you cannot . . .
   b. A quorum exists when two-thirds of the members are present. Therefore, fifteen of us must attend before action can be taken.

3. Using pronouns:

   a. One method involves distribution of forms. It is used by many schools.
   b. The good leader involves as many people as possible in the activity. They respond well to being included.

Bobbye Persing
Central State University

"THE ANCIENT LULLABY"

We beg to advise, and wish to state
That yours has arrived of recent date.
We have it before us, its content noted,
Herewith enclosed, the prices we quoted.
Attached you will find, as per your request,
The sample you wanted, and we would suggest,
Regarding the matter and due to the fact
That up to this writing your order we've lacked.
We hope you will not delay unduly,
And we beg to remain, yours very truly.

The following is an outline for use in analyzing and revising business letters:

1. What is the main purpose of this letter? _____
2. What (if any) are the secondary purposes of this letter? _____
3. Which sentences need to be rewritten? (Indicate by number.) _____
4. What should the reader know or do after reading this letter? _____
5. Outline the points to be covered in this letter. (Add more sections if needed.)

   I. _____

      A. _____

         1. _____

         2. _____

      B. _____

         1. _____

         2. _____

6. Revise or rewrite sentences that need improvement.

   _____

7. Rewrite this letter. _____

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The following are points to consider in letter structure:

The Letter as a Whole	Yes	No
Does the letter show the YOU attitude?	____	____
a. Stated positively	____	____
b. Avoided overuse of first person	____	____
Opening Paragraph		
Does it capture the reader's attention?	____	____
Does it identify the subject of the letter?	____	____
Does it pinpoint reference? (Optional)	____	____
Does it show action in favor of the reader?	____	____

	Yes	No
Middle Paragraph		
Does it develop the central thought? (i.e., with facts, details, or particulars; with reasons; with specific instances or concrete examples; by narrative; or by comparison)	____	____
Does it create desire on the part of the reader to accept your ideas?	____	____
Closing Paragraph		
Does it round out the message by referring to the main idea of the letter?	____	____
Does it impel the reader's action?	____	____
Does it focus on specific actions?	____	____
Is it courteous? (YOU attitude)	____	____

Bobbye Persing
Central State University

The following is a Business Letter Evaluation Form:

1. Is the letter clear? (Do you understand exactly what is said in the letter?)	____	____
2. Is the letter concise? (Does it give you the message without unnecessary words?)	____	____
3. Is the letter well organized? (Does it present the message in a logical order and does it have an appropriate beginning and ending?)	____	____
4. Is the letter forceful? (Does it stress the important points?)	____	____
5. Is the letter natural? (Does the writer use normal conversational wording?)	____	____
6. Is the letter courteous? (Are words like "please" and "thank you" used when appropriate?)	____	____
7. Is the letter personal? (Does the tone of the letter reflect the YOU attitude?)	____	____
8. Is the letter friendly? (Does the writer avoid the use of negative or insulting words and phrases?)	____	____

What is your IMPRESSION of the company where this letter originated?

Good	Neutral	Bad

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Assign students a letter to write to a United States senator, a governor, a state senator, a state representative, etc. Have students use reference manuals to find the correct address and salutation.

Have the class make a collection of letterheads, business letter styles, business correspondence and social-business correspondence, memorandums, business reports, telegrams, minutes, news releases, announcements, and application blanks. Present the materials to the class by using an opaque projector, or use the materials for a bulletin-board display.

A Guide to Business Education in Florida Schools
Bulletin 72

The following are ways to simplify narrative:

1. Avoid long, complex sentences.
2. Punctuation indicates complex sentences. Beware of lots of commas, semicolons, colons, and dashes.
3. Use conversational narrative.
4. Avoid irrelevant words, phrases, and sentences.
5. Avoid big words when possible.
6. Introduce new terms and concepts slowly.
7. Allow lots of practice between the introduction of terms, concepts, or skills.
8. Use illustrations that teach instead of distract.
9. Use lots of white space.
10. Avoid overdirecting.

Dr. R. Schultheis
Southern Illinois University

The following is a suggested way to prepare business article summaries:

Objectives:
1. To help students improve composition skills
2. To familiarize students with business periodicals
3. To increase students' vocabulary
4. To show students proper form for bibliographies

Each Friday the students are to examine periodicals or pamphlets to find business-related articles. Generally, I set up a learning center in my classroom that includes the following magazines: Changing Times, Consumer Reports, Current Consumer, Working Woman, Business Week, and Newsweek. Other magazines, of course, can be used. The students leaf through the magazines to find articles. On occasion, I have the students use the library and Readers' Guide to Periodical Literature if I want them to locate a topic such as taxes or insurance.

After the students locate their articles, they are required to write a short summary of the contents. The summaries must be written in the following form:

1. The first sentence or paragraph should include the title (and author, if given) of the article.
2. The remainder of the first paragraph should include a brief introduction regarding the general contents of the article.
3. The remaining summary briefly states the contents of the article in the student's own wording. (The student may quote directly if he/she uses quotation marks, etc.)
4. The last paragraph should contain any new ideas the student learned from the article and any comments the student might have regarding the topic discussed in the article.
5. Generally, the summaries are to be two pages.
6. When the summaries are completed, the student should list a complete bibliography of the articles used.

Virginia Buller
Turpin High School

The following are suggested business research topics:

1. Your job and how to keep it
2. A career
3. Economic status in relation to young marriage
4. Fringe benefits on the job
5. Women at work
6. Apartment living
7. Banking
8. Tips for the job interview and application procedures
9. Investments
10. Important laws concerning the consumer
11. Use of credit
12. Laws regarding contracts
13. Contracts or lease agreements
14. Consumer problems
15. Punctuation rules relating to business procedures
16. Consumer fraud
17. Better Business Bureau and other governmental agencies for the consumer
18. Tax tips
19. Consumer protection
20. Be an informed consumer

Guidelines for research papers are as follows:

1. Paper should be approximately three pages in length.
2. Footnotes are to be used.
3. Include three or more sources.
4. Include a bibliography.

Virginia Buller
Turpin High School

Listening

The following are Ten Commandments for Good Listening:

1. Stop talking!
2. Put the talker at ease.
3. Show him/her that you want to listen.
4. Remove distractions.
5. Empathize with him/her.
6. Be patient.
7. Hold your temper.
8. Go easy on argument and criticism.
9. Ask questions.
10. Stop talking!

Keith Davis
Arizona State University

To improve listening skill, one must overcome the following bad habits:

1. Calling the subject uninteresting. Poor listeners get nothing from a talk or conversation after making this pronouncement. Good listeners decide to see what might be said that is of interest to them.

2. Criticizing the delivery. The poor listener does this to the exclusion of hearing what is said. A good listener tries to suppress the irritation of delivery and concentrate on the content of the message.

3. Getting overstimulated. When a poor listener hears remarks contrary to his/her own beliefs, he/she is so shaken as to miss important remarks. Good listeners practice hearing the person out before making judgments.

4. Listening only for facts. Poor listeners, because of this goal, miss any important facts, garble others, and fail to relate the facts. Good listeners try to get main ideas--generalizations/principles from what is said; facts will be retained by connecting these threads.

5. Outlining everything. Poor listeners take too many notes. Good listeners write only main points.

6. Faking attention. A poor listener assumes a posture of attention and then goes on a mental excursion. Listening is an energetic process. The good listener recognizes this and WORKS at it.

7. Tolerating or creating distractions.

8. Evading the difficult. Poor listeners shy away from difficult material. Good listeners ask for clarification and concentrate all the more.

9. Submitting to emotional words. A poor listener gets upset at emotion-laden words; a good listener concentrates on the message.

10. Wasting thought power. The normal speaking range is 100-125 words per minute; people think four times this fast. A poor listener uses his/her extra time to go off on mental tangents. A good listener takes advantage of his/her thought power by anticipating the speaker's next point, identifying supporting elements, and making mental summaries.

C. B. Stiegler
Northern Kentucky University

Have students work in pairs for the following listening exercise. The first student reads one statement, and the second student repeats what was said.

THIS IS WHAT YOU SAID!

One hen.
Two ducks.
Three squawking geese.
Four limerick oysters.
Five corpulent porpoises.
Six pairs of Don Alverzer's tweezers.
Seven thousand Macedonian soldiers in full battle array.
Eight brass monkeys from the ancient, sacred crypts of Egypt.
Nine pathetic, sympathetic, diabetic old men on roller skates with a marked propensity for procrastination and sloth.
Ten lyrical, spherical, diabolical denizens of the deep who have the stall around the corner of the Equivala quay at the same time.

C. B. Stiegler
Northern Kentucky University

The following are steps in developing good listening habits:

Developing an awareness of sounds
Have the students close their eyes and listen for a number of seconds. Ask them to list every different sound they heard.

Directing attention
Read aloud rapidly the names of various objects in three or four different categories. Ask one group to remember only the toys, another group only the tools, etc.

Following directions
Have students listen to and repeat directions that might be given to a traveler attempting to reach a particular place.

Listening for instructions
As you read a list of words, have students listen for or count all words with certain initial consonants, long or short vowel sounds, blends, etc.

Retaining information
Read telephone or ZIP code numbers aloud and ask students to write them.

Using context clues
Read aloud sentences in which certain words are omitted. Ask students to listen to the sentences and then provide words that seem suitable.

Listening for the main idea
Have students listen to a short selection and suggest a title.

Sorting information
Read sentences that contain one word that is poorly chosen. Ask students to spot the word and substitute a better one.

Making comparisons
Have students listen to short paragraphs that compare people, places, or events. From memory, the students would then attempt to recall similarities and differences.

Recognizing sequence
Have students listen to a story and then relate the events in the order of their occurrence.

Have students listen to a thirty-second tape recording on listening without taking any notes. When the recording has ended, give the students the same amount of time to write what they remember. Replay the tape, letting the students listen a second time. The third time, let the students record what they remember.

Record short "bits" of talks, conversations, or messages in which reasons for or against some simple course of action are given. The students write the reasons given. Gradually work from the very simple "one pro, one con" recording to those involving several pros and cons, in sequence.

Record a two-minute speech and have students listen for key words. After the reading is finished, have the students list the key words they remember. Compare lists of key words.

Set up listening situations in which the students are instructed to organize what the speaker is saying.

Provide daily opportunity for following through on oral directions. As students develop their abilities to listen, give increasingly complex directions involving several steps.

Adapted from Listening
by Delta Pi Epsilon

Have students role-play answering the telephone. One student should be the receptionist and another the caller. In the conversation, students should demonstrate a pleasant speaking voice, courtesy, sincerity, helpfulness, consideration, tactfulness, and accuracy in taking messages.

On the first day of class, have students pair off and spend a few minutes getting names and a few facts about each other. Do not allow them to write anything. Then let each introduce the other to the class. Finally, see whether students can remember everyone's name. (If students already know each other, have them use assumed names and facts for the entire exercise.)

Bobbye Persing
Central State University

Reading

At the beginning of the year, assign a part in a textbook for the students to read silently in class. To check students' ability to comprehend, give them a list of prepared questions on the ideas covered. If the students cannot answer the questions, demonstrate how topical sentences

should be read and kept in mind as the students read the material. Stress reading skills such as the following:

1. Proper use of table of contents
2. How to study charts and tables
3. How to use a glossary
4. How to use an index

Do a follow-up on this activity during the first six weeks. Review often the listed reading skills, and help students to improve their comprehension as much as possible.

General Business Course of Study
Metropolitan Public Schools
Nashville, Tennessee

The following can be used to improve reading skills:

I. Recognizing words
   A. Use of context clues
   B. Use of word structure
      1. Compound words
         a. Use with vocabulary work
      2. Syllabication
         a. Use with vocabulary work
      3. Affixes and roots
         a. Use with vocabulary work
   C. Use of the dictionary
      1. Word location
      2. Pronunciation guides
      3. Word origin

II. Reading for comprehension
   A. Word meanings
      1. Context clues to word meaning
         a. Word function in a sentence
         b. Definition in context
         c. Author's clues
         d. Contrasts or opposites
         e. Details in a passage
      2. Specialized vocabulary
         a. Origin of words
         b. Affixes and roots
         c. Dictionary
      3. Specialized vocabulary
         a. Math terms
         b. Scientific terms
         c. Social studies terms
         d. Technical terms
         e. Foreign words
      4. Multiple meanings for words
         a. Special usage
         b. Synonyms and antonyms
         c. Figurative language
            (1) Metaphor
            (2) Simile
            (3) Hyperbole
   B. Concept development
      1. Provide opportunities to broaden and enrich background of experience
         a. Field trips
         b. First-hand experiences
         c. Vicarious experiences
   C. Sentence structure
      1. Central core
         a. Simple subjects and predicates
      2. Subordinate details
         a. Number of different ideas
      3. Punctuation

D. Paragraph structure
   1. Main idea
   2. Supporting details
   3. Signal words
      a. Three
      b. Some
      c. In the first place
      d. Finally
   4. Types of paragraphs
      a. Introductory
      b. Illustrative
      c. Transitional

E. Passage structure
   1. Time order
   2. Comparison - contrast
   3. Cause and effect
   4. Topical order
   5. Enumeration

III. Reading for interpretation
   A. Seeking relationships
   B. Making generalizations
   C. Drawing conclusions

IV. Reading critically
   A. Distinguishing between fact and opinion
   B. Identifying propaganda
   C. Noting bias
   D. Detecting inference
   E. Determining author's motive

V. Reading for study
   A. Study skills
      1. Location of information
         a. Find information through a table of contents
         b. Locate information through index
         c. Use a library card catalog to locate material
         d. Use Readers' Guide to Periodical Literature to locate sources of information
         e. Use an almanac to obtain data
         f. Understand and use various appendixes
         g. Use glossaries
         h. Use encyclopedias to locate information
      2. Selection and evaluation
         a. Recognize the significance of the content
         b. Recognize important details
         c. Identify unrelated details
         d. Find the main idea of a paragraph
         e. Find the main idea of larger selections
         f. Locate topic sentences
         g. Locate answers to specific questions
         h. Develop independent purposes for reading
         i. Realize the author's purpose
         j. Determine the accuracy and relevancy of information
      3. Organization
         a. Take notes
         b. Determine relationships between paragraphs
         c. Outline single paragraphs
         d. Outline sections of a chapter
         e. Summarize single paragraphs
         f. Summarize larger units of material
      4. Follow directions
         a. See the relation between the purposes and the directions
         b. Follow one-step directions
         c. Follow steps in sequence
      5. Graphic aids
         a. Understand the significance of pictorial aids

b. Read and interpret
   (1) Graphs
   (2) Tables
   (3) Charts
   (4) Maps
   (5) Cartoons
   (6) Diagrams
   (7) Pictures

VI. Reading at different rates
   A. Previewing material for an overview
   B. Reflective reading
   C. Rereading to check information for clarification
   D. Skimming and scanning to locate information
   E. Careful, slow, study-type reading

Leon Bewley
Moore Public Schools

The following work-study skills may be used:

1. Locate and select material needed in books, reference materials, and subject indexes.

2. Master a formula or strategy for effective study.

3. Skim skillfully for a variety of purposes: finding a certain fact, finding out what questions a passage will answer, getting clues to organize and plot.

4. Read maps, graphs, charts, and diagrams with accuracy.

5. Take notes.

6. Apply ideas gained from reading through discussion, entertainment, and practical application.

7. Create the best conditions for efficient study.

Language Arts
Alabama Course of Study

After a teacher matches the reading level of the student with the readability level of the material, he/she can use the following design to teach a short reading selection effectively:

1. Establish the purpose for reading the selection.

2. Discuss the general subject of the selection and relate it to the student's experiential background, if possible.

3. Discuss the major concepts developed in the selection.

4. Study technical or other vocabulary words in the selection that students probably will not know.

5. Preview the selection by reading the title, noting illustrations if there are any, and skimming each paragraph in the selection.

6. Read the selection carefully and evaluate it in some way.

This design can be applied to any content area at varying grade levels or phase levels of difficulty.

The next section presents some specific types of reading and study skills that are needed in all areas.

Reading Skills. Comprehension skills include the following:

1. Uses word-analysis skills and context clues in understanding vocabulary;

2. Recognizes important details;

3. Identifies the main ideas in sentences, paragraphs, and longer selections;

4. Develops a purpose for reading.

Growing out of these comprehension skills are the following skills in creative and critical reading:

1. Recognizes opinions as such and forms judgments as to accuracy and relevancy of content;

2. Recognizes the significance of the content;

3. Realizes the author's purpose in writing.

Study Skills. The study skills that are needed in all content areas are the following:

1. Demonstrates the ability to take notes from a book or lecture, outlines, and summarizes material;

2. Demonstrates the ability to locate information in a book through the use of the table of contents, index, glossary;

3. Demonstrates the ability to locate information in a library through the use of card catalogs, reference works, periodical indexes, and other aids;

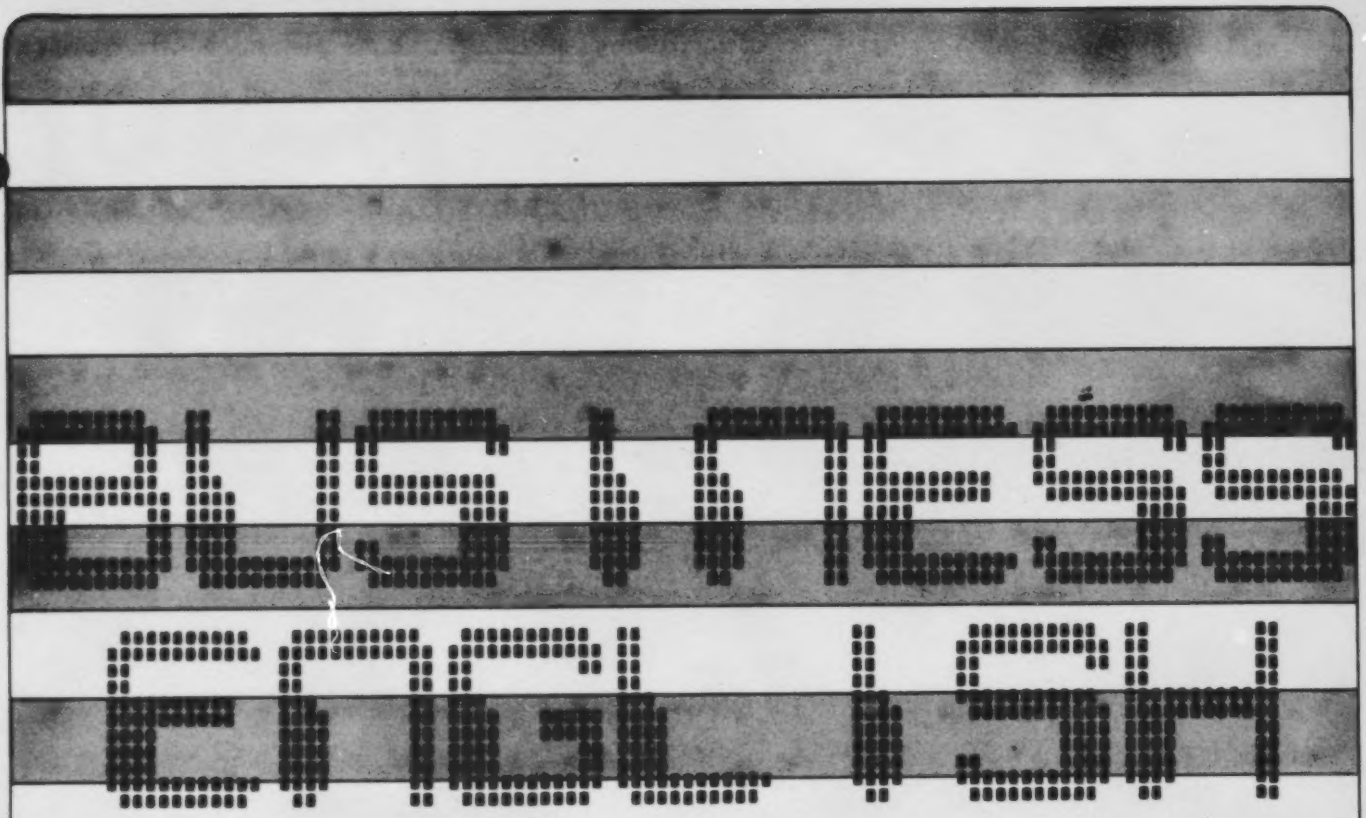
4. Demonstrates the ability to use graphic aids, such as illustrations, graphs, tables, charts, maps, diagrams, and cartoons.

These reading and study skills can be used by teachers in any of the content areas.

Ruth G. Voix identifies the following basic skills for reading:

1. Use word-attack and word-analysis skills.
2. Use context clues.
3. Understand word derivations and word origins.
4. Use a dictionary and other reference aids.
5. Distinguish between main ideas and related details.
6. Read critically.
7. Follow a sequence.
8. Organize ideas into an outline.
9. Demonstrate ability to summarize.
10. Take notes from a book or lecture.
11. Recall a pattern used in a selection.
12. Read aloud well.
13. Adjust reading rate to difficulty of material and purpose for reading.
14. Skim and scan efficiently.

Language Arts
Alabama Course of Study



Business English

Introduction

Let the students know the goals of the class at the beginning.

Use the activities in the "Business English" and "Communications" sections of the Business Education in Oklahoma guide.

To be of the most value, learning activities must extend beyond the textbook. Use additional books and supplementary materials to add variety.

Use pretests to determine major areas of weakness.

After diagnosing a student's error patterns, have him/her complete appropriate remedial exercises. Do not waste the student's time by giving unnecessary assignments.

In order to determine grade-level scores or obtain an error analysis, use standardized tests.

By testing orally and by using flash cards, determine whether the student learns more quickly through hearing or seeing.

In order to diagnose the student's learning preference, select eight words for each of the following categories:

Auditory-Vocal: Give the student eight words orally and have him/her spell each one. Do not present the words visually.

Auditory-Motor: Give eight words aloud and have the student write each word.

Visual-Vocal: Give eight words on flash cards and identify each, i.e., "This word is 'carpet'." The student looks at the word and spells it orally.

Visual-Motor: Present eight words on flash cards and identify them. The student writes each word.

Multisensory Combination: Give eight words on flash cards and spell each aloud. After each word is given, the student writes the word and spells it orally.

This device may be especially successful for a student with a learning disability.

California Business Education Program Guide

Spelling

For an exercise to improve spelling, dictate 100 business words encompassing the following categories:

1. Using correct pronunciation
2. Using "ie" or "ei"
3. Changing "y" to "i"
4. Dropping final "e" before suffix
5. Doubling consonant before suffix
6. Spelling "demons"
7. Using prefixes and suffixes
8. Utilizing endings
9. Applying correct homonyms
10. Using apostrophes
11. Utilizing hyphens

The students will type or write the list. The students should achieve 90% accuracy and have not more than one error within each category.

Maintain a problem spelling list. On returned papers, mark any misspelled word with "sp" and have the student add the word to the list.

Give the students 25 sets of four words that include misspellings and have them identify the incorrectly spelled words and spell them correctly.

Punctuation and Grammar

Use visuals to illustrate word usage in sentences rather than just telling the student about it.

Use selected drills to reinforce previously learned skills of punctuation, capitalization, and grammar.

Use actual correspondences to mark incorrect spelling, grammar, and punctuation.

Have a class discussion and review of the eight parts of speech. Using sentence drills, have the students identify and apply the parts of speech correctly.

Have the students write five examples illustrating each part of speech.

Discuss and review rules of punctuation, capitalization, numbers, and abbreviations. Have students apply the rules correctly in sentences and paragraphs.

Discuss the various types of sentences, such as simple, compound, complex, and compound-complex, and have students construct examples of each type.

Discuss and illustrate techniques for achieving unity, coherence, clarity, and appropriate emphasis to content in sentences. Have students apply these techniques in constructing sentences.

Discuss and illustrate techniques for achieving unity, coherence, clarity, and appropriate emphasis to content within and among paragraphs. Have students apply these techniques in constructing paragraphs.

Using a thesaurus, give the students a list of words and have them list one antonym or negative form for each word.

Use a thesaurus, secretarial reference manual, and book of synonyms and antonyms to enrich and reinforce learning.

The following are hints for homophones:

Breaks, Brakes

_____ parts of a car that stop it

_____ when something is broken

For, Four

_____ a preposition; The letter is _____ you.

_____ the number 4

Hear, Here

_____ to be able to listen to someone talk

_____ a location; The class is _____ now.

Its, It's

_____ a contraction of "it is"

_____ a possession, ownership; _____ fur coat is black.

Their, There, They're

_____ shows ownership; _____ car

_____ a contraction of "they are"

_____ a location; they are standing over _____.

Your, You're

_____ shows ownership, possession; _____ car

_____ a contraction of "you are"

Principal, Principle

_____ an idea

_____ a person; also means "most important"

Scene, Seen

_____ a part of a play or movie

_____ something you saw yesterday; You have _____ her play ball.

To, Too, Two

_____ a preposition; Mail the package_____me.

_____ means "also"

_____ the number 2

Virginia Buller
Turpin High School

LIGHT TOUCH

PUNCTUATION PERSONIFIED

Robert Hale, Computer Programmer, Baltimore

is very sure of itself, "I know that for a fact."

is professorial and pedantic. "The instructions are as follows:"

"Look at me everybody--I'm a star."

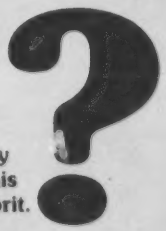
Has a Jekyll and Hyde personality. Sometimes it prevents conflicts and collisions. At other times it operates as a second-story person under the alias of an apostrophe.

never has any original thoughts and is always quoting authorities. "My doctor says; my hairdresser thinks."

think they are secret agents-- are always going off on a tangent and dragging in irrelevant clues.

is the child of the , who troubled the . and wonders whether heredity or environment is more important in its case.

should be used only in an emergency. Fire! Help!

is the doubter and agnostic of the group. The secret agent usually overlooks this obvious culprit. 

is very brash -- notice how it is alway interrupting.

never makes a definite statement . . . just sort of fades away . . . .

Written Communications

Invite a resource person to speak to the class on the importance of written communication.

To encourage creative thinking and writing, show the film "The Lady or the Tiger." Have each student write an ending to the story. (See Oklahoma State University film catalog for listings.)

Prepare a transparency of a letter with no punctuation or capitalization. Have the students direct you in adding punctuation, capitalization, and paragraphing.

Carol Austin
Gregg Division
McGraw-Hill Book Company

Select a paragraph from a book, underline several words, and have the students rewrite the paragraph, replacing the underlined words with substitutes taken from a thesaurus.

Prepare a transparency of the body of a letter without paragraphs. Have the students identify thought changes that require new paragraphs. Then have them identify the introductory sentence, topic sentence, supporting sentences, and closing sentence in each paragraph. This exercise can be repeated until the students understand paragraph construction.

After the students have mastered the above exercise, select a student to write on a transparency on an overhead projector as you direct the students in composing a paragraph.

When the students can successfully construct a paragraph, involve the entire class in composing a letter. Select a student to write on a transparency on an overhead projector (or chalkboard); call on an individual student for the first sentence. This sentence can be revised or rewritten until it is acceptable. Have another student provide the next sentence. Proceed in the same manner until the letter is completed and ready for mailing.

Divide the class into three or six small groups and provide information needed to write a letter, such as a sales letter, a collection letter, or a request for information. With six groups, have two groups compose an opening paragraph, two others compose the main paragraph, and the other two compose the closing paragraph. Compare the paragraphs and choose the best three for the letter.

Have students bring letters that have incomplete sentences, fragmented sentences, omitted words, spelling errors, incorrect agreement of subject and verb, errors in word endings (plurals and/or past tense), etc. Have the students read the letters to the class. Encourage the class to find and discuss the errors. Then have students rewrite the letters correctly.

In order to promote creative writing, have the students spend a few minutes at the beginning of each class period writing in a diary or journal entries on any subject to hand in daily. This activity is not for grading purposes, but to teach creative writing. It teaches the students how to put thoughts on paper. Bonus points may be given for this exercise.

Zelma Faulkner
Central State University

Provide the student with five specific situations involving business problems and have him/her compose and type two or three letters, applying effective business letter psychology and terminology.

Ask the students to write letters of request to various businesses to obtain employment application forms to be used as instructional media. Have the students compare the different information requested on the forms.

Stress the importance of proofreading. Make copies of letters that contain errors for proofreading. You can also use an overhead projector to proofread a letter with the class.

Form a committee of business people from your community. Have your students write letters of application for evaluation by this committee. Ask the committee members to make comments and suggestions for improvement in the margin of each letter.

Assign a written report to utilize skills in fundamental grammar, punctuation, spelling, sentence structure, and mechanics.

Oklahoma Educator

An effective evaluation procedure is to give three separate grades for a letter--layout, content, and English usage. The objective of the instruction should be given the most emphasis.

Use the following in applying research skills needed in gathering and organizing information for written, oral, or multimedia presentations:

1. Collect and record bibliographic information
2. Skim or scan for specific items
3. Take accurate notes
4. Paraphrase
5. Put in logical order
6. Outline
7. Generalize
8. Summarize without plagiarizing

Oral Communications

Have the students demonstrate through practice drills ability to pronounce words clearly, e.g., "The dipper tipped and the syrup dripped upon the person's parcel." Have the students increase the ability to pronounce words without dropping the final consonant endings or dropping or adding sounds within words or syllables, e.g., "government," "athletic," etc.

Have the students demonstrate in an oral presentation a pattern of pronouncing clearly both common and uncommon English words.

Have the students present an oral interpretation of a selection of their choosing, using effective voice control to enhance the meaning of the selection.

Have the students participate effectively as a Readers' Theater group in presenting a selected passage.

Have the students use deliberate changes in vocal quality (color) in addition to features demonstrated at earlier grades to convey appropriate denotative and connotative meaning in an impromptu speech.

Have each student give oral directions for reaching a destination or for performing a simple, familiar action, such as dialing a telephone or tying a shoe. This could also be used as a written assignment.

Listening

To improve listening skills, read aloud a short story or an interesting article; then have the students answer questions calling for recall of details, sequence, main idea, comparison and contrast, and cause and effect.

Have the students outline a speech they have just heard, keeping relationships among ideas clear.

Have the students define and illustrate fact, opinion, value, and judgment.

The following lists may be helpful to the teacher as a checklist of student learning:

1. Word Perception and Vocabulary Development

Learns new words in content fields
Recognizes similarities in known words
Develops ability in getting meaning from context
Interprets word meanings
Achieves skill in differentiating homonyms, synonyms, antonyms, heteronyms
Learns abstract meanings of words
Learns to use and understand simple figurative language, such as simile, personification, and less-obscure metaphor
Learns to appreciate colloquialisms in reading materials
Identifies and appreciates imagery
Learns to distinguish formal and informal language
Reviews and masters basic sight words
Knows rules of syllabication
- Knows each syllable must contain a vowel or vowel sound and that a single vowel can be a syllable
- Knows suffixes and prefixes are syllables with meanings of their own
- Knows that if the first vowel is followed by two consonants, the first syllable usually ends with the first consonant
- Knows that if a word ends in "le" preceded by a consonant, that consonant begins the last syllable
- Knows that the letter "x" always goes with the preceding vowel to form a syllable
- Knows that the letters "ck" go with the preceding vowel and end the syllable
- Knows that when there is an "r" after a vowel, the "r" goes with the vowel to make the "er" sound

Learns additional prefixes and suffixes
Reviews phonic skills learned earlier: single consonants and blends, short and long vowels, vowel combinations such as "ee," "au," "ay," and "ou"
Reviews vowel rules or generalizations as the need arises
Reviews dictionary skills learned earlier
Arranges words alphabetically with ease and rapidity
Learns meaning and use of phonetic spellings
Learns use and meaning of dictionary pronunciation key
Learns to balance use of context and consultation of the dictionary
Learns to make use of guide words
Learns the meaning and use of secondary accent

2. Comprehension

Learns to find the main idea by choosing titles for materials read
Learns to summarize
Learns to identify key words and topic sentences
Learns to find details by selecting facts to remember
Learns to select facts to support main ideas
Learns to arrange ideas in sequence
Knows the rules of punctuation
Learns to interpret italics
Learns to give meaning to quotation marks
Learns to check parentheses for further meaning
Appreciates the significance of exclamation marks

3. Work-Study Skills

Learns skills in outlining by taking notes
Learns sequencing of ideas or events
Identifies main ideas of clearly written paragraphs
Locates specific information by skimming
Learns use of study guides
Uses maps, charts, graphs, and illustrations correctly
Learns outlining of simple ideas from material read

4. Appreciation

Interprets story ideas
Discovers relationships
Identifies mood of a selection
Identifies the author's purpose
Identifies character traits and interprets character's feelings
Interprets descriptive words and phrases

General

Explain to the students how to locate information in a telephone book, ZIP code directory, book of etiquette, etc. Then, provide a list of names, organizations, and government agencies to see how fast the students can locate the telephone numbers and/or ZIP codes.

The following are ways to use a newspaper to enhance learning for the students:

1. Circle consonants; connect the circles.
2. Divide words in the headlines for syllabication.
3. Discuss multiple-meaning words in headlines.
4. Create a crossword puzzle from words in a given article.
5. Mix up the sequence of a cartoon. Have other students unscramble the cartoon and put it in logical order.
6. Write cartoon dialogue with the bubbles removed.
7. Read stories onto a tape (for checking later by the teacher).
8. Follow a local and national event. Write the account as if for a history book.
9. Search for cartoons that include symbols (peace, donkey for Democrats, etc.).
10. Search for abbreviations (AFL, HUD, etc.).
11. Compare the television, magazine, and newspaper accounts of the same event.
12. Set up a courtroom; judge a case only from facts in the paper.
13. Type a news story minus descriptive words.
14. Write headlines for stories minus headlines.
15. Write a radio newscast from the day's paper.
16. Make a safety campaign, using pictures of accidents.
17. Refer to a paper's index to locate articles.
18. Apply geography (place names). Connect names to a map and discuss them as proper nouns.
19. Compare several morning and evening papers of the same day; discuss similarities and differences of each paper.
20. Follow classified ads; write one for an item of your own that you would like to sell.
21. Prepare a crazy quiz with picky questions. Try taking other students' quizzes.
22. Read an out-of-state paper and pretend that you are moving to that state. Using information from the newspaper, compare the newspaper's city or town with your own.
23. Follow a story in different papers; compare how it is handled.
24. Cut out articles to illustrate sections of the paper.
25. Write a news story to go with a cut-out picture.
26. Prepare a front page for the day before or after Lincoln's assassination.
27. Write school-centered editorials (dress code, etc.).
28. Follow a current problem.
29. Discuss movie ratings; seek movies for children, adults, and general audiences.
30. Look over an old paper and compare it with today's paper.
31. Make a shopping list from newspaper food features; discuss budgeting, well-balanced meals, selling techniques, etc.
32. Follow weather maps for a week; graph high and low temperatures.
33. Follow stocks in the newspaper and graph the ups and downs.
34. Make poems, using headlines; paste the poems onto cards.

35. Prepare a bulletin board, using local, national, state, and international news.
36. Compare a story's importance for the day with its importance in a historical perspective.
37. Label the five W's in a lead.
38. Collect fact and opinion articles.
39. Find a mistake in an important story on the front page.
40. Find a mistake in the newspaper ("thw" for "the").
41. Write headlines for nursery rhymes.
42. Outline a news story.
43. Compare layouts of various papers.
44. Evaluate a newspaper book review.
45. Measure in inches the space occupied by front-page stories. List the stories in order of length.

Gertrude Perry
The Hartford Courant

BUSINESS LAW

Business Law

What is law? Law is society's instrument of social control for undesired behavior. Law is also a whole system of rules, social processes, and institutions for organizing community governments, for marshaling resources to administer to community problems, and for adjusting individual disputes. Learning beneficial uses of legal processes is more likely to improve behavior than is threat of coercion and punishment.

The Buckle Game can be used to introduce the purpose of laws:

Game I. Pass out buckles to each of the participants. Tell the participants to play the game. Watch the individuals as they try to figure out the purpose of the game, to develop their own games, or to question what to do. Stop at this point and ask the participants what is the matter. Discuss the idea that a game must have a purpose and certain rules and structure for every one to follow.

Game II. Solicit rules for Game I from the group, taking as many as you can. List the rules on the chalkboard. Watch the participants as they see the rules contradict each other and become more and more difficult to follow. After the rules are written, have the participants play the game now that they have rules. The participants will try to follow the rules, but each will reach a frustration point. Then stop and discuss the problems that too many rules cause and what kind of rules are needed for playing a game.

Game III. Ask the group to pass all the buckles to one chosen person in the class. Then declare that person the winner. Ask the question, "Does this bother anyone?" Discuss the arbitrary decision on the part of the teacher and how arbitrary rules are unfair.

Game IV. Divide the group into equal teams for a relay race. Tell the participants that they have been complaining about the rules of the other games, so now you will give them a purpose and definite rules. Tell the students to pass the buckle back over their shoulder all the way down the line and that the first team to reach the end wins the game. Start the students, but as they reach the middle of the line, stop them and tell them that you forgot one rule. Make up another rule and start the students again. Repeat this procedure a couple more times, until the students reach a frustration point. Then ask the participants to discuss what is wrong with these kinds of rules. (You can get into a discussion of ex post facto laws if you desire.)

Teacher discussion afterward can bring out the fact that we must be aware of the importance of rules in the classroom. Life has to have clear rules, understood by all beforehand, and fair to all involved.

Bob Portune
Cincinnati, Ohio

To illustrate how law affects our daily lives, play the Mindwalk game. Have each student write a one-day biography, telling his/her activities from waking until going to bed. Have students read their papers individually. The class should stop the student each time something he/she has done is affected by law. Then have students number from 1 to 11 on one side of a sheet of paper and from 1 to 10 on the other and tell how law is involved at each point marked in the following stories:

Story. David Bradley (1) is fifteen years old. (2) He enjoys nothing more than riding his bike (3) and allowing his dog (4) to follow along. Thursday he started through the park (5) and met a man who was selling (6) chances (7) to win thousands of dollars in a state lottery. (8) David bought a 25-cent ticket (9), and it turned out to be the big winner. He then bought a car (10) and took his dog for a ride.(11)

1. Legal name
2. Birth certification
3. Bike and traffic laws
4. Leash laws
5. Public places
6. Vending laws
7. Gambling laws
8. Gambling laws
9. Monetary laws
10. Laws governing motor vehicles and juveniles
11. Laws governing operation of motor vehicles

Story. When I got up this morning, I decided what to wear (1) while I brushed my teeth with the newest toothpaste. (2) While drinking my orange juice (3) and coffee (4), I listened to the radio (5) and let my dogs out for their morning run. (6) When the mail arrived (7), I found a number of bills and circulars advertising property for sale. (8) When I washed the dishes, the water (9) did not have sufficient pressure, so I telephoned (10) city hall.

1. Law against nudity
2. Pure Food and Drug Act
3. Pure Food and Drug Act
4. Import controls
5. Federal laws (FCC)
6. Local licensing and fencing laws
7. Federal laws
8. Contract law, truth-in-lending, and fraudulent use of mail
9. Laws regarding municipal services
10. Regulation of public utilities

Law-Focused Curriculum

Let students write rules for the school. After they have finished writing these rules, have the students do away with them. Create hypothetical situations to stress how freedom is limited without rules.

Barbara Langley
Stonewall High School

To familiarize students with the written phase of state law, I assign typewritten reports in business law, making the statutes one of the required references.

Jo Ann Kirks
Talihina High School

I use four textbooks in my business law class. I plan my class in units, e.g., Individual Rights, Criminal, Family, Police Protection and Our Rights, Our Correctional System, Rights of Prisoners, Juvenile Rights, and Court Procedure.

With each of the units, I use numerous films from our State Department Media Center, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105 (no charge), and Correctional Services of Minnesota, 1427 Washington Avenue South, Minneapolis, Minnesota 55454 (fee). A catalog can be obtained from Minnesota listing films, filmstrips, books, and cassette tapes that are available.

I use numerous outside resources; for instance, a district judge speaks to my class on various courtroom procedures and our judicial system in Oklahoma. The judge also uses my students (two at a time) to act as junior bailiffs when court is in session. Most judges probably would be willing to do this.

Police officers visit my class, answer questions, and tell about the various aspects of their jobs--how they handle different situations. If possible, have the students work out a schedule with an officer and spend a day with him/her. This gives the students an opportunity to observe the officer at work.

Lawyers are often willing to visit with the class about wills, contracts, drugs, and laws concerning drugs. Follow this activity with a question and answer session.

During the unit on juvenile rights, the juvenile probation officer visits my class. The juvenile probation officer is a good source of information concerning teenagers, and this type of information is what the students really want to know.

When teaching my unit on correctional systems and prisoner rights, we viewed many films about prison life. A former federal prisoner spoke to my class and answered numerous questions. (The prisoner had been in federal prisons for thirty-five years.)

I believe that at least one courtroom visit while an actual trial is in process is a must!

During the year, I use mock trials, reports, debates on the pros and cons of jury trials, debates on abortion, etc. Newspapers are a wealth of information--just let your creative juices flow.

Judith Depew
Turpin High School

Have the students collect and bring to class newspaper and magazine clippings of current related materials for use in class discussions and for illustrative purposes. Prepare a bulletin board from these clippings based on "Law in the News" or "It Is the Law" to be used at various times during the course.

The following are ways to utilize community resources:

1. Invite a representative from the Better Business Bureau to explain how the bureau works with the consumer.

2. Secure a real estate agent to discuss legal situations involved in transactions dealing with real property.

3. Have a representative of the local Legal Aid Society talk to the class about the services rendered by this group--who is eligible to receive them and at what cost.

4. Invite a lawyer to discuss the form and content of a simple will so that the students will become familiar with basic concepts. Discuss some of the undesirable consequences of death without a will.

Oklahoma Educator

Arrange a class visit to a law library and have the librarian discuss the various law books.

A Guide to Business Education in Florida Schools

To see how the legislative branch of the government is organized and how it operates, visit the state legislature when it is in session, attend a city council meeting, or follow their activities in a newspaper.

Barbara Langley
Stonewall High School

At the end of the spring semester I let my class do a slide presentation of the differences between crimes and torts. The students write the script. After four days in class writing the script and typing it, the students take pictures of themselves acting out the various crimes and torts. When the slides are ready, the students watch the presentation themselves. I use this to recruit for next year's enrollment. Pictures can be made from the slides and used for bulletin boards or posters.

Melba Hinchey
Guymon High School

The Big Brother, or Buddy, System. Each student makes it a point to become acquainted with a local police officer, who describes his/her job to the student. The student may even go on calls and spend time with the police officer while he/she is on duty. They are able to discuss problems peculiar to the city or a particular area within the city. This experience teaches the students to be aware of the importance of the law enforcement arm of our city government and builds respect for police officers.

Fern Tims
Chickasha High School

While teaching offer and acceptance, make cards labeled "Offer" and cards labeled "Acceptance." Number each set consecutively, making enough sets for the entire class. Give the students a few minutes to look over the case, then call a number. Have the number 1 students read each part. After the students have read it, ask them whether they have made a valid contract and allow some time for class discussion, disagreement, etc. This is more meaningful than simply reading "rules" of offer and acceptance. This method can be used in a number of areas in business law.

Winona Ensminger
Ringwood High School

When studying warranties, have the students bring warranties collected from items at home. The students may also visit dealers to discuss warranties with them. After collecting several samples of warranties, compare the elements warranted (parts, labor, etc.) and compare the lengths of time items are under warranty.

In simple language, the warranty must describe the following: (1) What is covered and what is excluded. (2) What the warrantor will do in the event of a defect, malfunction, or failure to conform with warranty. This will include a statement as to which items and services will be paid for and which will not. (3) A step-by-step explanation of what must be done to get the warranty honored.

Encourage students to read and understand the terms of the warranty before making a purchase!

Have the students write a letter of complaint concerning a faulty product.

Arrange with a local auto agency to simulate a purchase of a used car. Let a student contact the agent and enact the purchase.

Go through the process of starting a new business. This opens the student's eyes to the amount of legal papers and permits that are needed to start a business.

Judith Depew
Turpin High School

Dr. Ira Eyster, director, Law-Focused Project at the University of Oklahoma, Norman, has adapted the following assignment idea for business law classes.

The town of Beautifica has established a lovely park in the city. The city council wished to preserve some elements of nature, undisturbed by city noise, traffic, pollution, and crowding. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park, the following sign has been posted: NO VEHICLES IN THE PARK.

The law seems clear, but some disputes have arisen over the interpretation of the law. Interpret the law in the following cases, keeping in mind the letter of the law as well as the intent of the law.

1. John Smith lives on one side of town and works on the other side. He will save ten minutes if he drives through the park.
2. There are many trash barrels in the park into which people may deposit all litter, thereby keeping the park clean. The sanitation department wants to go in to collect trash.
3. Two police cars are chasing a suspected bank robber. If one cuts through the park, it can get in front of the suspect's car and trap it between the patrol cars.
4. An ambulance has a dying car accident victim in it and is racing to the hospital. The shortest route is through the park.
5. Mrs. Thomas wants to take her baby to the park in a baby buggy.
6. Some of the children who visit the park want to ride their bicycles.
7. A monument to the town's citizens who died in the Vietnam War is being constructed. A tank, donated by the government, is to be placed beside the monument.
8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse-drawn buggy. They want to drive people through the park.

Dr. Eyster has also adopted an anti-vandalism game show, "The Price Is High, or, Nobody Saw Anything." Have students list objects of which they have knowledge that have been defaced or destroyed by vandalism. Have students be specific. (Students may need a period of time to make observations prior to listing the objects.) Next, select the ten most common items selected by students and enter them in a column labeled "Item." Have students guess the cost of repair or replacement of each item. Either obtain estimates of actual costs or assign students to do so.

Oklahoma Educator

Use various acts of vandalism at the school as examples of the cost of crime.

Law-Focused Curriculum

Find out a jailer's salary and the cost of maintaining a prisoner in jail for one week or longer. Interview victims of crime to determine their personal cost (cost of lawyer, insurance, items stolen, etc.). Interview district attorneys, lawyers, judges, and county clerks to find out court costs, salaries, and cost of juries.

All of the things mentioned add up to the total cost of crime.

Law-Focused Curriculum

Stage incidents such as a holdup or a fight. Have the participants leave the room, then have the students write exactly what they saw, such as type of clothing that was worn, the color of the clothing, the description of the participants, etc. Have the participants come back and have the students check what they had written with what they actually saw. This stresses the importance of paying attention when witnessing a crime.

Barbara Langley
Stonewall High School

To help students better understand court decisions and the difficulty of making them, have class members role-play a judge, jury, lawyers, plaintiff, and defendant in a mock trial. Use some of the cases at the end of the chapter or cases from other sources.

Zane Harding
Boynton High School

The following activity, entitled "The Parole Board," can be used to conclude the prison unit:

You are on a parole board. There has been a great rise in crime; as a result, a large number of criminals have been convicted and sentenced to long terms.

The prison is already overcrowded, and you must make selections on whom to parole to make room for the most recently convicted criminals.

You are to select for parole eight of the inmates on this list and give reasons for your selections.

1. A bookseller convicted of selling pornographic material
2. An arsonist convicted of setting fire to four public buildings, now "cured" after serving eight months of a three-year sentence
3. A banker convicted of embezzling a million dollars from a big city bank
4. An ex-college student and heroin addict serving time for pushing hard drugs to juveniles
5. A civil rights lawyer convicted of contempt of court
6. An AWOL serviceman who, upon returning home, was convicted of desertion
7. A militant member of Mau Mau convicted of conspiracy
8. A "Godfather" convicted of tax evasion
9. A newspaper reporter convicted of refusing to identify his/her source of news in a delicate case involving three members of the president's cabinet
10. A doctor convicted of criminal malpractice
11. A father who refuses to send his children to school because of the religious celebrations held in school

The Lincoln Filene Center for Citizenship and
Public Affairs
Medford, Massachusetts

The following are sources of information and speakers:

1. For a copy of the "Organization of the Oklahoma Judicial System, Instructions for Witnesses, and Information for Trial Jurors" brochure, contact the Oklahoma Bar Association at 1901 North Lincoln Boulevard, Oklahoma City, OK 73105.

2. Plea-bargaining simulations may be found in Criminal Justice by Scholastic Publishers.

3. A sheriff, district judge, district attorney, court clerk, and probation officer can help you obtain (1) rules and conditions of parole, (2) the monthly report of parolees and those placed on probation, (3) constitutional right checklist on plea of guilty to a felony, (4) personal recognizance form, (5) application for court-appointed attorney, and (6) county jail rules, etc. Condition of parole forms and condition of probation forms may be obtained from a district attorney's office.

Oklahomans and the Law is a terrific book that is available from the State Department of Education.

Barbara Langley
Stonewall High School

As a business law teacher, I heavily involve my classes in writing. It has been my observation that the basic skill of spelling has been sadly neglected. So I am integrating and emphasizing spelling more through vocabulary puzzles. They are simple to make and the students enjoy them immensely. Make a grid and fill it in with letters and the vocabulary words used in the lesson. The words can be spelled horizontally, vertically, or diagonally. Also include misspelled words to keep the students on their toes. It takes only ten or fifteen minutes to complete, and the students even learn to spell in the process. It really works!

Donna Hyde
Muskogee High School

Landlord and Tenant. Examine leases collected by students for such points as the following:

1. To show that a landlord does not maintain or decorate a single dwelling unless stipulated in the lease

2. To determine whether the tenant may sublet the rented property

3. To determine whether either of the parties can legally terminate the agreement and, if so, under what circumstances

Commercial Papers. Have the students set up a mutual fund. Ask a resource person to visit your class to assist the students in investing. Have the students read and sign all applications, agreements, etc. Periodic reports from the company in which the students have invested keep the students interested.

Employment. To determine employment practices, qualifications, etc., the following activities are suggested:

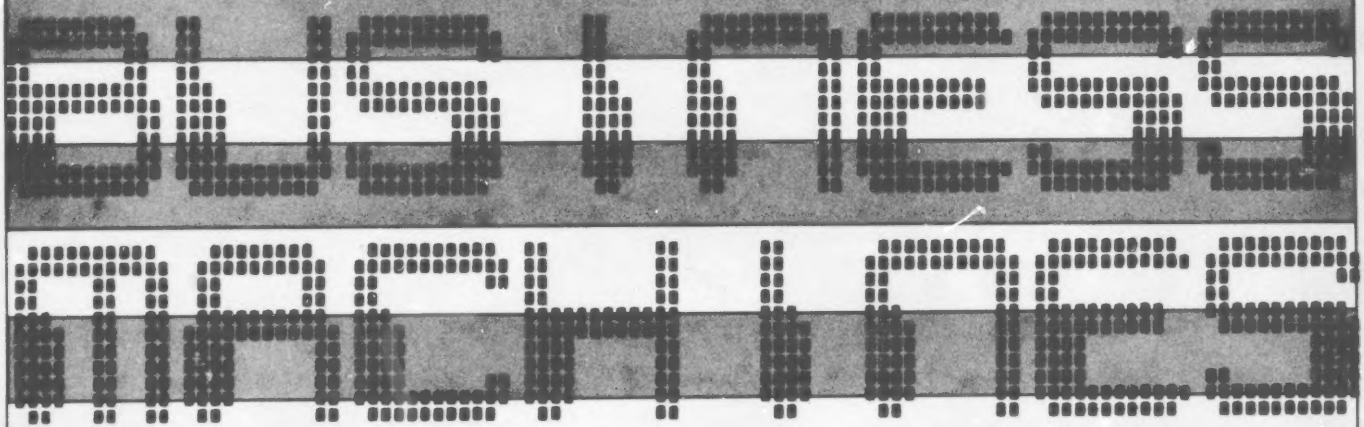
1. Have the students do a research paper, using the library. The research should reveal the types of activities the students would like to pursue as a career. The research should also reveal what jobs are available, what skills the students should have for the job, and where training is available.

2. Appoint a committee of interested students to interview local businesspersons to determine their needs for employees. Have the committee report these findings to the class.

3. Ask a representative from an employment agency to discuss with the class the characteristics of a good employee and suggest some skills that make people employable.

Bailment. Have students obtain receipts or agreement contracts from a cab company, bus company, trucking company, air depot, dry cleaners, hotel or motel, and hospital. Examine these documents to determine the responsibility of each party.

Role-play borrowing situations. Have one student borrow another student's book. Decide what action would be necessary if the student who borrowed the book did not return it.



Business Machines

General Instructional Ideas

An office machines classroom should have ample space for each student to work, and the equipment should be arranged in an officelike manner. The teacher must visit offices, read advertising literature, talk to salespersons, and see films to gain the knowledge necessary for discussing the many office machines used in business today.

Each teacher must organize the office machines program to best suit the needs of the local business community, the needs of the students, and the equipment available. Some of the most widely used techniques employed by office machines instructors are the battery plan (class and individual demonstration, class drill, and individual practice), rotation plan, integrated office laboratory, and simulated office laboratory.

The teacher must be sure the students can visualize the operations of many machines through demonstrations, films, and visits to business offices. Representatives from office equipment manufacturers are usually eager to demonstrate new or unusual machines and will frequently leave the machines in the classroom for trial use.

Business Education for the Seventies
State of Illinois, 1972

In setting up a rotation plan, the teacher must figure the maximum number of days a student can be on a machine and still allow every student to have equal time.

Time must be allowed for orientation, review, and final testing. During orientation, time should be spent explaining the rotation plan (sometimes referred to as the "master schedule") to the class. It helps if a copy of the plan can be put into the hands of each student. An enlarged copy can be placed on the bulletin board.

Job sheets or assignment sheets should be prepared for each machine. These assignments should include instructions for basic operations, practice problems, and care of the machine.

One effective plan for handling daily work and its evaluation is as follows:

1. Give students assignment sheets indicating what problems are to be worked. Divide assignments or jobs into daily units.
2. Provide answer sheets for each assignment or job for calculating machines.
3. Instruct students to put answers on answer sheets and turn them in daily, including tapes for listing machines. For machines other than calculating machines, samples of work completed would constitute the daily work.
4. Grade daily work and evaluate it as forty percent of the total grade.*
5. Schedule tests for the last day a student is assigned to a machine. Such timed tests are the basis for sixty percent of the grade.*

*Note: Teachers may wish to adjust the weight given to daily work and tests as it seems appropriate from their own experiences.

Course Guide, Business
Kansas City, Kansas, Public Schools
and the University of Kansas, 1973

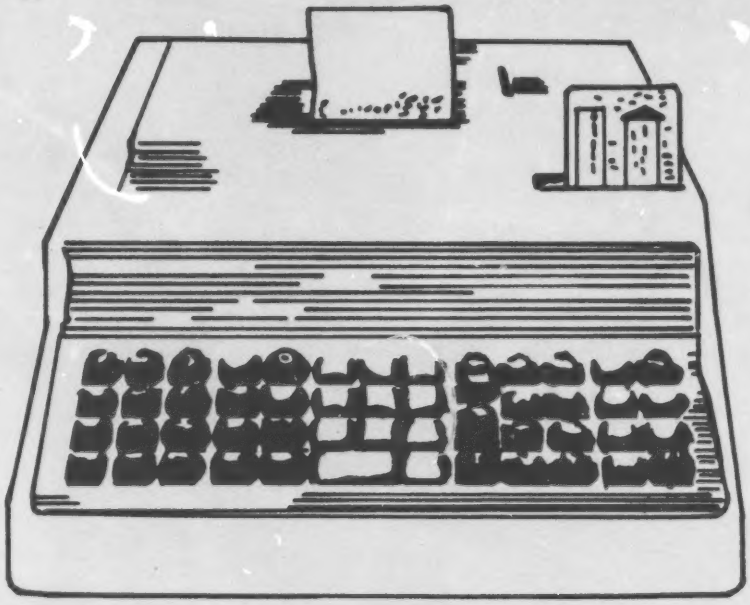
Sample rotation plans for various class situations may be obtained from publishers, e.g., Gregg Division, McGraw-Hill Book Company; and South-Western Publishing Company.

In my classes a workbook and a practice set are used. As soon as the students have learned to operate the machine proficiently, about the second or third week, they start using the practice set. This puts to practical use what the students have learned in the workbook. The workbook is used throughout the semester to learn new things, so the practice set does not become boring. The workbook teaches problems as they are used in the practice set.

I found that some students skip the timed drills in the workbook, so I devised a scale for five-minute timed drills based on speed and accuracy. The class does them together about three times a week for a grade.

Ruby Hubbard
Lawton Eisenhower High School

"Learn to Utilize the Programmable Calculator"



From working in industry and teaching business machines, I have designed the following card, which has made tabulating students' progress much easier and more efficient.

At the beginning of the semester I assign each student a number and write it in the upper left-hand corner of his/her card. Each student has a file folder with the same number on it, which corresponds to the student's number in my grade book. The card is divided into units as dictated by the machines in the classroom.

I grade students' work myself, but I do not grade everything. I spot-check work, depending on the concepts that are to be learned. For example, I may spot-check concepts from ten lessons.

I put the grade on the card and keep all work in the file folder. The student can look at his/her card at any time and must maintain the file folder for the entire semester. I transfer grades into the grade book each nine weeks.

I give speed tests on the correct use of the machines. This encourages rapid learning. Although I record this speed, I do not give a grade on it.

Also, note on the card that there is space for a citizenship grade. This involves the student's behavior, care and maintenance of the equipment, attitude, etc.

1st 9 weeks	10-key Basic Calculator			Dictating Machine			10-key Memory Calculator			Grade
Week	1	2	3	4	5	6	7	8	9	Citizenship
Daily Speed Test										
2nd 9 weeks	Filing Unit			Office Simulation			Memory-type CD			Grade
Week	1	2	3	4	5	6	7	8	9	Citizenship
Daily Speed Test										

Sherry Pitt
Putnam City High School

Suggested teacher activities:

1. Pretest and provide for review of basic arithmetic with particular emphasis on decimals, percentages, and fractions as needed.
2. Prepare a glossary of terms to be learned during the course.
3. Discuss advantages and disadvantages of each machine.
4. Display and make available to the students instruction manuals provided for machines by office equipment manufacturers.
5. Use posters and bulletin boards to show the kinds of machines and their uses in the business office.
6. Stress good work habits, attitudes, and human relations.
7. Assume the responsibility of keeping adequate inventories, maintenance records, and systematic replacement schedules of all office equipment.
8. Encourage the administration to provide maintenance contracts on all machines.

Suggested student activities:

1. Keep a notebook of office machines information that will be helpful reference material.
2. Discuss the nature and purpose of various business papers and records used in the machine unit.
3. Prepare a display of completed duplicated work done on the various kinds of duplicating machines.
4. Collect and display on the bulletin board advertisements and other illustrations that contain office equipment information.

5. Obtain statistical information on the number and kinds of machine operators, pay rates, etc., from such sources as employment offices, government bulletins, and local surveys.

6. Obtain from local companies materials pertaining to office equipment that is too expensive for schools to purchase.

Adapted from Business Education for Mississippi High Schools, 1976

Electronic Calculators and Adding Machines (Printing and Display)

Using business forms such as checks and sales tickets in a variety of sizes, the students will run a tape, total, and verify by checking source document, running a second tape, or comparing answer against key.

Give students business problems with and without errors in computations to verify and correct those that are incorrect.

If a model store or office is available, participate in its operations, utilizing the adding machines. Have students do computations for teachers and departments.

California Business Education Program Guide

Programmable Calculators

Use transparencies of machine tapes for review of shortcuts in programming.

Provide an opportunity for students to learn problem-solving techniques and decision making in calculating actual business problems from the business community.

Establish a close working relationship with the business community in an effort to stay knowledgeable about new machines and equipment.

Oklahoma Business Education Curriculum Guide, 1981

Reprographics

Provide hands-on experience or demonstrations on as many of the following as possible: fluid duplicator, offset printer, photocopier, mimeograph, and thermal copier.

Be where the action is! One of the most effective means of teaching duplicating or copying is to set up a program of clerical and production services for the department, school, and/or community. This can provide a "real world" kind of setting where students learn to take responsibility for scheduling jobs, assigning priorities, keeping track of progress, and dealing with people requesting the services they perform.

The teacher then is free--TO TEACH. Do not wait until a project is finished and then tell the student what is wrong with it. Be available at all times! When a student hesitates or begins to perform a task in a way that will not produce attractive results, immediately explain the proper procedures in a way that will not be demeaning. Do not give the impression that a task is so simple that everyone should intuitively do it properly.

Teaching a student to collate and staple is no "big deal," and there is no reason for a teacher to make it so. It is included as a performance objective because it is a task so frequently performed by office workers. And, unless the teacher pays some attention to the student's performance of the task, the finished products may be assembled in a manner that is inefficient in terms of time spent on the task and unattractive and/or unsuitable for the purpose intended.

Teaching in this area should be done by demonstrations, explanations, and/or reminders whenever any project requires collating and stapling. Whenever the opportunity arises, give students the experience of reloading staplers rather than performing such tasks for them.

If the equipment is available, give students practice in setting up and collating with a rack and operating an electric collator and electric stapler. If an electric collator is used, it is recommended that step-by-step instructions be prepared and conspicuously posted near the machine. It may also be desirable to produce an illustrated pamphlet and/or slides or filmstrip for the specific piece of equipment students will use in the program.

Because the paper punch appears to be such a simple piece of equipment, it is easy to assume that there is nothing to learn about its operation. Without some instruction, however, students are not aware of the use of the paper guide and the need to check and/or set the punching locations before they proceed. Consequently, time and duplicated pages may be wasted while a student stumbles through the trial-and-error method of learning.

A one-page diagram can be prepared and posted near the equipment, with arrows pointing to the paper guide and to the frequently used positions on the scale.

Practice should be provided whenever there is a project requiring punching. There should be sufficient opportunities in the production of department instructional materials to provide a number of students with the experience of operating a paper punch to produce output to meet the criteria listed. Even simple tasks should be evaluated in accordance with standards of quality and neatness.

Also provide instruction on how to use the paper cutter, illuminated light table, styli, T square, writing plates, lettering guides, and shading plates.

California Business Education Program Guide

Dictating and Transcribing Machines

Orientation to machine transcription is an excellent time to present motivational information, such as job opportunities, salaries, and opportunities for advancement.

From the very beginning of machine transcription the teacher should stress the need to reread typed copy before turning it in as a finished product. To facilitate easy correction, proofreading should be done while copy is still in the typewriter. Throughout the course the teacher should seek ways to encourage careful proofreading habits.

Consult instruction booklets for the types of machines in use in the classroom, and have manufacturers' representatives give classroom demonstrations.

Using textbooks, reference books, wall charts, and an overhead projector, review the principal styles of letter punctuation in common usage today.

Supply students with a placement chart from a typewriting text or reference book of your choice. Encourage use of the chart if students have difficulty with letter placement. Provide hints for judgment placement.

Use preview sheets of difficult words, punctuation, and grammar rules.

Letter material to be transcribed should provide increasingly difficult sentence structure, giving students the opportunity to apply their knowledge of English grammar.

Situations should be developed in the dictated copy that will require students to search out one or more details from general reference sources.

Gather samples of letters with unusual form and arrangement for reference by students or for display.

To stimulate interest in detecting errors, give students frequent opportunities to proofread each other's work.

Some manufacturers of transcription equipment offer award certificates free or at a nominal cost. The certificate issued should represent a high level of proficiency and be useful to both the student and to a potential employer.

Secretarial Practice Syllabus
Machine Transcription
New York State Department of Education

Word Processing Equipment

Some ideas for introducing word processing concepts are as follows:

1. Stress listening skills--give instructions; ask for questions; do not go over illustrations after a typing project has begun.

2. Stress accurate typing of numbers (ten percent of all typing today is numerical). Require typing 1-100 each day as a part of the students' conditioning practice. Give extra credit for accuracy.

3. Introduce students to magnetic media such as mag cards and magnetic disks.

4. Teach the difference between footnotes and endnotes. The trend is toward use of endnotes.

5. Use the following activity to stress composing at the typewriter. Present students with a problem and require that they write either a positive or a negative response to it. After the students have become accustomed to this, conduct the exercise under pressure of time. Have students correct errors on the first draft so that the final copy is error free. Grade the exercises.

6. Teach a variety of correction techniques. (Almost all electronic typewriters and word processors have an error correction feature.)

7. Teach students to type from dictation. Increase speed of dictation throughout the semester. Have students dictate so that other students become accustomed to different rhythms and intonations.

8. Require the use of standard proofreader's marks when correcting papers.

9. Include word processing terminology in your classes.

10. Give more handwritten and rough draft copy.

11. Emphasize quality work, not just speed. In later stages of typing, measure by meeting deadlines rather than words a minute. (For example, assign problems at 10:00 to be completed by 10:45. Base the grade on the number of mailable problems completed by the deadline.)

12. Teach eye placement rather than mathematical placement after beginning typing. No one will measure in an office situation.

13. Teach students to work under pressure of time. All production should be timed, including setup and cleanup.

14. Give RUSH work occasionally.

15. Force students to set priorities by giving several problems and requiring them to determine sequence of completion as well as the method of completion.

16. Show films demonstrating the use of automated equipment. (IBM has several good films that feature their equipment.)

17. Invite word processing personnel to speak to your classes.

18. Take your students on field trips to word processing centers whenever possible.

Delores Ireton
Oscar Rose Junior College

Telephone Equipment Instruction Ideas

Role playing of realistic business telephoning situations is the strategy that seems to work best to call the student's attention to his/her voice, word usage, personality, and courtesy on the telephone. The emphasis in role playing brings out that the student is not talking to a telephone but to another person, and his/her voice must represent him/her on the phone.

Teletrainer units or obsolete equipment furnished by phone companies are helpful; however, some teachers work successfully with substitutes such as play phones or tape recorders.

Work in small groups and record each student's voice as he/she responds to business telephoning situations, then use a checklist for analysis of the playback.

Some teachers develop their own telephoning situations based on local business firms. After a few sample situations, students enjoy suggesting problems that can be handled by a telephone call.

Speakers from telephone companies may be available to talk about voice, word usage, personality, and courtesy. Such speakers usually distribute free books, too.

Films and multimedia presentations are helpful in dramatizing the importance of voice, word usage, personality, and courtesy on the telephone. Have students use a hand mirror to overcome "lazy lisp" in enunciation and to work on projecting the "voice with a smile."

Knowing how the employer wants his/her phone answered and being able to take a message after it is answered are very important to the new worker, and a good deal of actual practice should be given. Have students use forms for telephone messages.

Use problem-solving situations requiring the student to plan a phone call in advance.

Arrange field trips to telephone company offices.

Push-button telephones are in use in so many offices and stores that some hands-on experience with the equipment should be planned for each student.

California Business Education Program Guide

Computers

Provide an introduction to the structure, purpose, and basic operational characteristics of a computer.

Provide an insight into the environment of a computer center and related job duties of individuals working within the computer center.

Acquaint students with some of the uses of computers and computer terminals that they are likely to encounter in their daily lives.

Provide a brief overview of the business systems found in most organizations.

Provide insight into problems faced by the data processing profession in years ahead and the future of computers in society.

Mildred F. Johnson, Professor
Cheyney State College
Cheyney, PA

See "Computers" section for additional suggestions.

Typewriters

Provide students hands-on experience or demonstrations of a memory typewriter and a dual-pitch correcting typewriter.

Provide self-paced activities on each typewriter.

Videotape Equipment

Videotape simulated job interviews so that students may see and hear themselves. Follow with constructive criticism by teacher or students. Invite local personnel directors to conduct these interviews, or have students interview each other.

Barbara Langley
Stonewall High School

BUSINESS MATHEMATICS

Business Mathematics

The Business Mathematics course should teach the students to apply mathematical skills to solving word problems. The students should analyze the problem carefully. Have the students arrange the work in a logical and systematic order and strive for speed and accuracy in making computations.

Provide supervised study. This is an excellent opportunity to give individual help and observe work habits. Consider the following: (1) Does the student read the problem first? (2) Does the student read the numbers carefully? (3) Does the student write the numbers legibly? (4) Is the student systematic in work habits?

When a topic has been completed, be sure to test to see whether remedial teaching is necessary.

Oklahoma Educator

BUSINESS MATHEMATICS STUDENT RATING SCALE

Name_____ Period_____

	Excellent	Satisfactory	Unsatisfactory
Asking questions when in doubt			
Checking work for accuracy			
Completing assignments promptly			
Concentrating on explanations			
Cooperating with others			
Displaying enthusiasm and interest			
Estimating answers			
Exhibiting ingenuity and initiative			
Following directions			
Locating information			
Making optimum use of class time			
Organizing work			
Participating in class discussions			
Recording data accurately			
Working independently			

Pennsylvania Department of Education

A little quickie I have used for a change of pace and some practical experience is to let the students figure their grades every two or three weeks. Since I use the point system in business math, I give the students only their points and instruct them to follow these steps:

1. Add total points on daily work.
2. Add total points on test.
3. Divide each total by number of points possible to arrive at a decimal carried to three places.
4. Round off the decimal to two places and convert to a percentage.
5. Average the two percentage grades by adding them together and dividing by 2.
6. Compare the score with the letter/percentage scale previously written on the board, thus determining the present academic grade ("A," "B," etc.).

Have the students hand in the paper on which they figured their grade, and be sure to return the papers with points earned for following proper procedure in figuring the grade.

I realize that there are shorter ways of figuring grades, but this method covers many vital mathematical computations and I favor using it with the students. When else can one be so certain to have the full attention of the students as when they are figuring their own grades?

Jewell Linnville
Muskogee High School

Use diagnostic tests to determine the students' present mathematical skills. Then give the student his/her areas of deficiency--do not waste student and teacher time trying to teach the student something he/she already knows. Allow the student to challenge those units where he/she feels that he/she can pass the posttest without instruction.

California Business Education Program Guide

I use the chalkboard approach in business math. Before assigning problems, I try to make it a practice to go over a few of the problems in the homework with the students; however, because of limited time, I sometimes find it necessary to assign homework before thorough discussion. I grade almost all homework in class. The students exchange papers and seem to really enjoy this exercise. Then I ask students whether they have any specific questions regarding any of the problems. If they do, I go over these problems on the chalkboard first. Then if time permits, either the students or I present solutions to other problems on the chalkboard. I find this approach beneficial, and the students seem to gain much more from it than from just discussing the problems orally in class.

Doris Marley
Elgin High School

The following are problems you might consider in providing reality situations:

1. A friend comes to you for help in selecting wall paper to cover one wall in a den. The den is 14 feet x 16 1/2 feet, and you must determine how much paper will be needed and how much the total cost will be. (Use catalogs, advertisements, etc., for figuring price.)
2. Have the students plan a dream room. Using catalogs, determine the cost to decorate this dream room with curtains, carpets, wall coverings, etc.
3. Have the students determine the cost of replacing the carpet in their home.
4. Have the students plan a trip from their home to Los Angeles. The students must determine the cost of gas, assuming they will average 20 mpg, and determine the cost of meals and lodging. Have the students compare the cost of driving with the cost of flying.
5. Have the students figure the cost to overhaul an engine, replace brakes, or have other car repairs made.
6. Give the students an opportunity to write a check for $1,000 to invest in stocks (all money must be invested). It is suggested that the students invest in three different companies and keep records of increases or decreases. The quotation may be clipped from the newpaper the day the stock is purchased and again on the date of sale for comparison.

Obtain measuring tools such as yardsticks or tape measures so that students can measure the classroom to determine the dimensions. When the students finish measuring the room, have them convert the measurements to metric.

Barbara Langley
Stonewall High School

Have the students figure the cost of a new or used car. The students should shop for the best interest rates on loans, find the lowest price on insurance (which will be higher for a minor), and determine the cost of licensing.

Judith Depew
Turpin High School

Have the students fill out income tax returns, using the short form. The IRS instructional packet can be obtained from your IRS District Office.

Following the conclusion of each chapter in our textbook, I use the speed drills in the back of the textbook. On Friday, I assign the speed drills, which consist of fifty problems. The students are given forty minutes to complete them. Then the answers are checked and the students chart their scores. This exercise continually refreshes the skills of the students.

Mary Patman
El Reno High School

You can use speed drills anytime in the class, regulating the number of problems and the amount of time. This encourages the students to speed up their thinking processes.

Teach the Test (beginners). Write a short problem on the chalkboard. Allow students to work with it. Give any help necessary and answer any questions the students might have. Then either use the problem that you have been teaching for the test or give an exact problem, using different figures. For example, a shirt has been selling for $5.00. It is reduced for sale to $3.50. What is the rate of reduction? State the answer in a formula. (Answer--30%.)

Christina Hunter
Henryetta High School

Students are divided into two, three, or four teams. One chair per team is set facing the chalkboard. One representative of each team takes a seat in one of these chairs. (Chalk and erasers should be available to each team.) The teacher positions himself/herself in the back of the classroom. The teacher has each representative step up to the board and write the problem he/she dictates. (The problems may range from addition and subtraction to thought problems on interest, mark-up, mark-down, etc.) As soon as the students write the problem on the board, they return to their seats. When all team representatives are seated, on signal the representatives go back to the board and solve the problem, circling the answer. Student representatives who get correct answers and sit down first score a point for the team and remain at the front of the room. Other students are replaced by teammates. If the student sits down with the wrong answer, he/she is disqualified. (Sometimes the best student hurries too much and is disqualified.) If all but one student sits down after circling wrong answers, no points are given, but the remaining student can stay and try against other team representatives.

Oklahoma Educator

Rule of 70. As easy way to estimate the effect of compound interest is the "Rule of 70." To find how long it takes to double the money value of a deposit, divide 70 by the rate of interest. For example, it would take 14 years for the money value of a deposit to double at 5% interest compounded annually (70 ÷ 5 = 14). You can also quickly calculate the impact of inflation by finding the number of years for the price level to double; for example, a 7% annual rate of inflation will double the price level in about 10 years (70 ÷ 7 = 10), whereas a 2% rate of inflation would take 35 years (70 ÷ 2 = 35).

When teaching interest, we let one student be president or manager of a bank or loan company. He/she explains the method used for computing interest, whether banker's method or another method. This makes class more businesslike.

The Federal Reserve Bank of Oklahoma City is an excellent place for a field trip. Appointments can be made for student tour groups. This allows students to understand money and banking a little better. A firsthand view of a "banker's bank" is available. Other banks in the area (preferably within walking distance) are usually agreeable to having student groups. An administrator at the bank can explain some of the aspects of his/her bank and the money process.

Jeanne Thaxton
Edmond Mid-High School

As most of us know, results on Business Mathematics tests are frequently less than rewarding. Students will perform well on daily assignments and seem to have a good understanding of the material presented, then do very poor work when tested. Conferences with students about their poor performance on the test would frequently result in the comment, "I know the way to do these problems, but I just get so tense on a test."

This led me to think of some way to get the students to relax more as they take tests. One idea that I tried was to inject some humor into the problems occasionally. I have found that many of the students who have performed poorly on previous tests will improve on a test when I have reworded the problems to be humorous. Many times I use exactly the same figures, percents, amounts, etc., of problems the students have had previously, but reword the story portion. I usually distribute the tests with a very solemn, straight face and then sit back to watch the results. There are usually a few stifled chuckles, exchanges of glances, and the questions, "Is this for real?" "Do we get a grade?" When they realize this is just another test, carrying the same value as their other tests, they relax and finish the test, usually with improved scores.

Use stories to make the test more interesting. (Easter is near; it is time for a test; do not mind the stories; it is all just in jest.) The Easter Bunny, who was faced with heavy demand, disinterested bunnies, and lagging production, put the following payroll plan into effect. For each egg colored, the bunnies were to receive 25¢ (up to 500 eggs). Any bunny coloring more than 500 eggs per week would receive 35¢ per egg for every egg over 500. For the following workers, show their gross pay, Social Security (FICA), withholding tax, and net pay amount of their checks. Use weekly tables for tax and assume all but Flopsy are married. (Twelve answers, one point each)

Employee and Units	Exemptions	Gross Pay	Social Security	Withholding Tax	Net Pay
Flopsy (525)	3	_____	_____	_____	_____
Mopsy (600)	2	_____	_____	_____	_____
Peter (500) Cottontail	1	_____	_____	_____	_____

"Aha!" exclaimed Chicken Little, self-appointed spokesperson for the hens, when she heard of the bunnies' good fortune. After a conference with Henny Penny and her co-workers, she immediately negotiated for payment of time and a half for all hours in excess of 40 hours per week spent on the nests. Assuming a regular rate of $2.40 per hour, calculate the total gross pay for each who worked the following hours.

Henny Penny - 41 1/2 hours _____
Lou Leghorn - 40 1/2 hours _____
Patty Pullett - 39 hours _____

Mr. Unfortunata, being a great dog lover, felt inclined to give a Thanksgiving dinner for all of the dogs in his apartment house. Being one who believed in "Love thy neighbor," particularly Miss Shapely next door, he felt obliged to include her cat. After the affair had ended, an interior decorator submitted the following bid to repair the damage! New drapes $300, reupholster sofa $250, clean carpet $200, repair scratches on table $50, lamp $75, and repaint wall $300, were all included on the bid. Assuming the decorator receives a 5% commission on all services and material, how much was the interior decorator's commission?

In 1956, Mr. Stu Pidity, purchasing agent for the Disaster Company, wanted to buy the company president the biggest turkey he could find. He bought an Edsel car. It soon became apparent that an accelerated method of depreciation was needed. The accountant suggested the sum-of-the years digits method. The car cost $3400 and was to have a trade-in value of $400 after five years of use. Give the depreciation amount for the first and second years, and the book value for the end of the third year.

First-year depreciation _____

Second-year depreciation _____

Third-year depreciation _____

Mrs. O'Verpopulate bought a $100 playpen for her first child. Five years and four children later, she decided to trade in the playpen on a new one. She received a trade-in allowance of $10. What had been the annual depreciation of the playpen in (1) dollars and (2) percent rate? (Use straight line method.)

1. _____ 2. _____

Mr. I. Q. Zeero, being an outstanding business executive, had always thought that "declining balance" referred to his and his wife's joint bank account. However, upon learning the meaning of "declining balance" as applied to depreciation, he decided to work out a depreciation schedule for a machine that cost $1,000 and was expected to last five years with no trade in. Give the amount of depreciation for the first three years and the book value at the end of the second and third years.

First-year depreciation _____
Second-year depreciation _____
Third-year depreciation _____

Second-year book value _____
Third-year book value _____

A car worth $10,000 is written off in five years. Scrap value is $1,600. Give the depreciation for the second year and book value at the end of the second year. Compare by using all three methods.

Straight Line	Sum-of-the-Years Digits	Declining Balance
1._____	1._____	1._____
2._____	2._____	2._____

Santa Claus, faced with heavy demand, disinterested elves, and lagging production, put the following payroll plan into effect. For each toy completed, the elves were to receive 25¢. Any elf producing more than 500 toys per week would receive 35¢ for all over 500 produced. For the following workers, show their gross pay for the week, Social Security (FICA), withholding tax, and net pay amount of their checks. All except Tinkerbelle are married. (Twelve answers, one point each)

Employee and Units	Exemptions	Gross Pay	Social Security	Withholding Tax	Net Pay
Twinkletoes (525)	3	_____	_____	_____	_____
Tiny (500)	2	_____	_____	_____	_____
Tinkerbelle (600)	1	_____	_____	_____	_____

"Aha!" exclaimed Rudolf the Red-Nosed Reactionary and self-appointed spokesperson for the reindeer, when he heard of the elves' good fortune. He immediately negotiated for payment of time and a half for all hours in excess of 40 hours per week that the reindeer worked delivering goods prior to Christmas. Assuming a regular rate of $2.40 per hour, calculate the total gross pay for each who worked the following hours. (One point for each answer)

Rudolf - 41 1/2 hours _____
Prancer - 40 1/2 hours _____
Blitzen - 39 hours _____

Ed Ben McCullough
Central State University

Use simulations such as operating a bank or a store or budgeting for a family. Set up projects on a point system and issue payroll checks and vouchers, with all necessary payroll deductions in payment for these points. This works very well with a simulated bank. Work on reading and understanding the payroll vouchers.

Have students convert recipes for more or fewer servings. Whenever possible, use a recipe to prepare an item. Ask the home economics department for cooperation on this activity.

Use regular or sample employment tests when testing mathematical skills. Contact local employers for employment tests.

California Business Education Guide

Buying a Home. The student will need to check with several lending agencies to determine the down payment and monthly payments. Once these items have been established, the student can analyze his/her ability to pay for the house. Questions for the students to consider are as follows:

1. How does the price compare with my ability to pay? In addition to the price, how much are the utilities, insurance, and repair costs? These costs should not exceed 25% of take-home pay. The student assumes his/her take-home pay is $15,000.

2. Is the building in good condition? It is a good idea to have a professional appraisal; however, there may be a fee ranging from $30 to $100 for appraisers.

3. Are the size of the rooms and yard adequate for the size of his/her family? Is the yard fenced?

4. Is the location convenient to stores, work, community services, and schools?

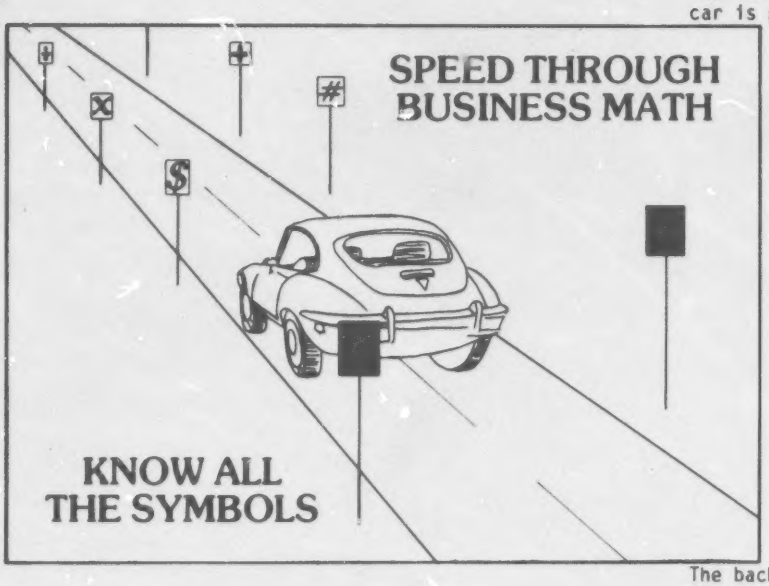
Once the information has been collected, the students should determine whether it would be possible for them to purchase and maintain the house.

Barbara Langley
Stonewall High School

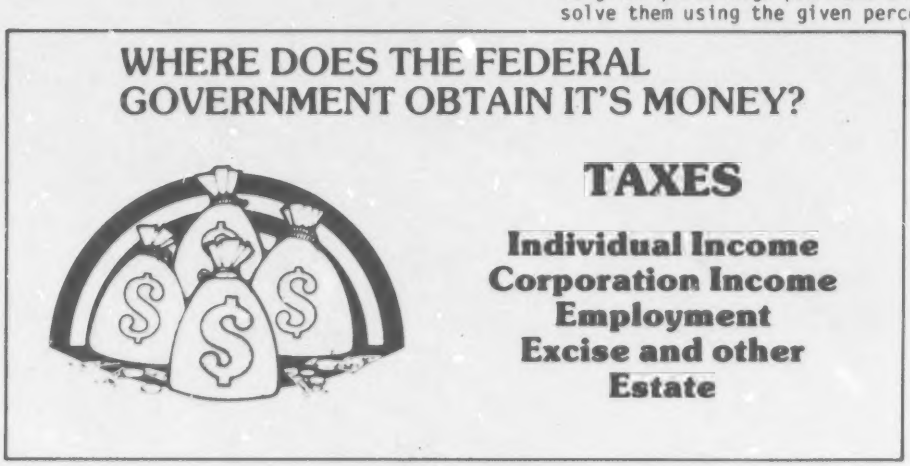
Judith Depew
Turpin High School

The words "SPEED THROUGH BUSINESS MATH" are purple, "KNOW ALL THE SYMBOLS" are green.

The symbols are orange, the road is brown, the lines in the road are green, and the car is purple. The background is yellow.



The background is light blue. Also, the words on "TAXES" are light blue. The percentages, lettering, and the word "TAXES" are all dark blue. Students can be given percentage problems and asked to solve them using the given percentages.



BUSINESS ORGANIZATION AND MANAGEMENT

Business Organization and Management

Learning activities must extend beyond the textbook to be of the most value.

Have each student visit one office worker on the job to analyze responsibilities and duties. The student should compose a letter requesting an interview and should prepare an interview sheet listing the questions he/she intends to ask. After the visit, the student should write a report or present the report orally in class, describing the procedures and jobs he/she observed during the office visit.

Ask a local businessperson or faculty member to interview some of the students before the other members of the class. Students should be asked to complete application forms and personal data sheets to submit to the interviewers. After the interview session, the interviewers should be asked to identify students' strong and weak points.

Oklahoma Educator

The following are suggested ideas that will create interest in your class:

1. Invite a personnel manager to speak about human relation problems incurred in business.

2. Invite an advertising specialist to speak and display materials that illustrate various methods of advertising.

Assign a research project of the local geographic area to learn the relationship of population to business demands and growth.

Ask the students to draw a circle graph and indicate the percentage and dollar amount of how the national income is spent.

Have the students prepare a pictorial chart describing points of comparison among the three forms of business organizations.

Have the students compose for a hypothetical business an articles-of-partnership agreement.

Have the students design a "typical" stock certificate and give explanations for the important information that must be included.

Have the students prepare a pictorial display of the four functions of management: planning, organizing, leading, and controlling.

Have the students visit and survey local stores. Have them ask how the store determines what it will stock in relation to brand, size, quantity, and seasonal requirements.

Invite a purchasing representative to discuss how stores go about planning trips to the market, ordering by catalog, etc. Also, discuss the following procedures and points to be considered in purchasing:

1. How goods are received

2. How goods are priced

3. How goods are paid for

4. How discounts are figured

5. What codes for inventory mean

6. How stock control is maintained

Invite a representative from a manufacturing company to discuss problems related to the following:

1. Location related to access to raw materials

2. Transportation

3. Access to markets

4. Cost of supplies and utilities

5. Labor market

6. Climate

7. Political problems and taxes

Invite a transportation manager to discuss the following:

1. Types of carriers

2. Duties and rights of carriers

3. Liability of carriers

Have the students visit a loan company and a bank and ask what their requirements are for obtaining a loan. Prepare a list of these requirements, present them to the class, and discuss them.

Prepare a chart to illustrate the function of unions and the advantages and disadvantages of a union to the employer and employee.

Ed Fortenberry
Central State University

Lila Dickey
Amber-Pocasset High School

Dave Garman
Western Heights High School

Ann Miruski
Putnam City Schools

Stress the point that a budget is one overall tool for planning, coordination, and control by management. Discuss the preparation of the school budget as an example.

Have a small group contact an insurance broker who will provide sample policies of all kinds of business insurance.

Discuss possible reasons why a certain number of similar businesses are located in the same area.

Have students debate whether government and unions should be considered factors of production.

Discuss the advantages of centralization and decentralization.

Discuss the ways in which businesses can develop and keep good relations with the community.

Discuss the advantages and disadvantages of leasing as well as owning.

Discuss possible methods of fixing responsibility for poor work.

Discuss conditions that influence growth and change. The World Almanac, census reports, and sociology text might be good resources.

List and discuss examples of the kinds of decisions that must be made by management.

Debate pros and cons of group vs. individual involvement in decision making.

Discuss criteria for determining critical, significant facts as opposed to trivial information.

Pose a hypothetical problem to the class and conduct a brainstorming session to generate alternative solutions.

Point out the use of the computer for modeling decision-making processes.

Have students play the role of the executive who must persuade his/her subordinates to support and carry out decisions that are frequently unpopular.

Business Organization and Management Syllabus
New York State Education Department

Discuss the strain on relations among personnel when duties overlap or conflict occurs due to nebulous areas of responsibility or poorly communicated objectives.

Business Organization and Management
New York State Department of Education

Explain problems that can arise when the immediate supervisor is bypassed.

Business Organization and Management
New York State Department of Education

Identify the similarities and differences in the types of business credit and consumer credit.

Ruth Ford
South Oklahoma City Junior College

Zelma Faulkner
Central State University

Invite representatives of the Junior Achievement program to discuss their organization.

Invite an attorney to speak on his/her experience with the legal work of organizing a corporation and the cost involved.

Review the advantages and disadvantages of wages, salaries, and commissions from the standpoint of the employer.

One way to teach expense control vividly is to use an old-fashioned scale that has counterweights. On one side put a large weight and label it PROFIT. On the other side have a series of small weights and label them EXPENSES. Then have a student come to the front of the class and put one small EXPENSE on the top of the other, slowly and one by one, until expense weights counterbalance the PROFIT weight. This graphic representation will do a great deal to illustrate in concrete terms the importance of expenses.

To show graphically how hard it is to make a profit but how easy it is to incur expenses, perform the following:

Place a small ladder in front of the class and have a person carry a heavy weight up the ladder. This is profit, and it is very hard to haul that weight up each step. It is very hard to make a profit. Next have a person in the class take a light weight and lower it, step by step, down the other side of the ladder. This is the expenses side of the ladder, and it is very easy to bring the weight down the ladder. It is very easy to incur expenses.

State Education Department
Bureau of Secondary Curriculum Development
Albany, New York

It is helpful for the teacher to develop a resource file of news and magazine articles that relate to business management. These articles can be used on a regular basis in the "Business in the News" approach, or they can be used as related to the content outline and/or as interesting diversions from the content outline.

Survey students' attitudes toward business. You can use a list of twenty to twenty-five statements in which students can indicate whether they agree, disagree, or have no opinion. Conduct this survey at the beginning of the course and again at the end to determine whether a change in opinion has resulted from the course.

An approach to case problems in management suggested in "Cases for Marketing and Distribution" consists of five steps: (1) problem--identification of the problem, (2) supportive evidence--evidence supporting one's identification of the problem, (3) alternative solutions--all possible solutions, (4) analysis--analyze each possible solution for good and bad points and workability, and (5) solution--choose the best solution or solutions.

Lead a class discussion on current trends in business, based on current newspaper, magazine, and television news.

Have students match a list of economic terms to their definitions or use the terms in sentences.

Secure an old catalog and compare its prices with those of a current catalog. Have students develop a skit to dramatize the difference between prices. Have the class prepare a price index.

As an extra-credit project, have students research the cost of living. The following areas could be covered in the research: comparative costs of specific products over a given time period, the effect of spiraling costs on real wages and living standards, the role of government in controlling spiraling living costs, and the basis for figuring cost-of-living indices.

Some method of relating business in the news to the course should be started at the beginning and carried through the course. It is an excellent way to make Business Management relevant. It might be a weekly or periodic review of business in the news, an interesting diversion from the content outline, or business in the news as related to the content outline. A good way to start a discussion is to write a few recent headlines on the chalkboard or on a transparency.

Introduce Junior Achievement to the class. Contact a local office of Junior Achievement or write to the national headquarters: Junior Achievement, Inc., 909 Third Avenue, New York, NY 10022.

Prepare transparencies with illustrations of assets, liabilities, ownership, expenses, and revenue and have students categorize them.

Invite the owner of a small business to explain how he/she determined capital requirements and obtained needed capital for her/his business.

Contact local bankers to determine the loans they have available to the owner of a small business and the types of security required for the loans.

Introduce students to a procedure for solving business management case problems.

The SBA will send a speaker from the Service Corps of Retired Executives to speak on the problems and rewards of small business ownership. For any speaker, it is recommended that the teacher give the speaker an idea of the topic he/she wishes the speaker to address. Also, sometimes it is helpful to have students write on cards before the speaker comes a few questions they wish to ask the speaker. This prevents embarrassing situations in which students do not ask questions.

The SBA has a series of booklets entitled "Starting and Managing Series." The booklets in this series give specifics on various types of small businesses. The booklets are priced from 35 cents to $1.50 each and are available from the U. S. Government Printing Office.

Develop an understanding of relative levels of leadership (executive vs. supervisory, for example), using examples within the school system (the superintendent, a principal, vice-principal, department chairman, teacher, and students).

Lead a discussion on the importance of communication and interpersonal relationships in school, at home, and on the job.

An interesting way to handle a class discussion on a controversial topic is to begin by determining student attitudes. This can be done by listing three or four statements on the topic and having students indicate whether they strongly agree, agree, have no opinion, disagree, or strongly disagree. Then conduct a class discussion or debate on the topic. One group of students can present one side of the argument, and another group can present the other side. After the discussion or debate, again have students rate themselves on the same questions.

At various times throughout the course, have students read and discuss articles from the Wall Street Journal, Fortune, or another business-oriented publication.

A circular discussion is particularly good in controversial cases. Break the larger group into discussion circles of fifteen to eighteen people, or use any group from four to eighteen in number. Each group should have a discussion leader and a recorder. The rules of the game are as follows: (1) Arrange the chairs in a circle when possible; (2) Prepare a clear, brief, single-target question; (3) Announce the rules for the game and decide on a time limit for each member (frequently one minute); (4) Be sure each member understands the question; (5) Start with a volunteer, then call on each member in turn, clockwise or counterclockwise, until each person has had his/her chance to speak; (6) Each person has the privilege of responding within the time limit agreed upon, passing, or asking that

his/her minute be spent in silence; (7) There can be no interruption and no speaking until a person's turn comes; (8) The number of times around the circle might vary; (9) Careful recording of all comments should provide background for general conclusions.

It is recommended that the teacher develop a point system to use for helping to determine grades. Points can be given for extra-credit projects and certain participation in class activities. Such a system is especially useful when students bring in things to contribute to the class. The fact that the students can earn points motivates them toward greater participation and more outside-of-class activities.

Diagram a simple organization on the chalkboard; then have students do another individually and compare.

Offer a bonus to students to bring in organizational charts from offices and places of work (military and government activities are good sources); display the charts on a flannel board or bulletin board.

Demonstrate how an organization chart shows relationships between jobs to be done and people to do the jobs.

Invite a personnel manager to discuss some of the functions of personnel management.

Have students give reports based on textbook reading and on other reference materials. Suggested topics are as follows: using employment agencies, matching the applicant to the job, preparing an employee handbook, hiring procedures, training personnel, promotion policies, wage and salary plans, fringe benefits, etc.

Acquaint students with the Dictionary of Occupational Titles and discuss its usefulness in personnel selection.

Have students prepare a list of occupations in which individuals are employed after high school. For each occupation have students develop a brief job description, including primary duties and secondary duties, supervisory organization, requirements for the job, salary, and promotion channels.

To help emphasize the cost of fringe benefits, have students determine the difference between the employee's take-home pay and the employer's total cost of the employee's services.

Have students conduct a survey of local businesses. Possible questions are as follows: What year was the company organized? By whom was the company organized? What is the relationship of present management to original management? What is the growth trend in terms of dollar sales, units sold, customers served, etc.? What factors have contributed to the long life or success of the business?

Have students make transparencies illustrating the advantages and disadvantages of the various types of business ownership.

Have students obtain copies of franchise agreements, partnership agreements, and articles of incorporation. Discuss and/or display the items on a bulletin board.

Organize the class as a corporation to sell an article or service.

Invite a lawyer to speak on the forms of business ownership in the state or on the requirements for going into business.

Conduct a class discussion on the legalities involved in forming a partnership, proprietorship, corporation, cooperative, or franchise business.

Select a committee to determine businesses that have become extinct and one to determine businesses that are comparatively new.

Discuss and compare the costs of borrowing money from various lenders (commercial banks, savings and loan associations, industrial banks, credit unions, sales finance companies, etc.). You could have students prepare bar graphs to illustrate the difference in cost of credit at various types of lending institutions. Be careful not to make this a "consumer" orientation rather than a business orientation.

Invite a speaker to discuss a topic on marketing, such as marketing research or finding target markets.

Invite an insurance agent or broker to speak on the topic of "Insurance for Business."

Divide the class into groups to do advertising projects based on advertisements from newspapers, magazines, television, radio, etc. Have each group report to the class, describing the purpose of their project, their findings, and conclusions. Suggested projects are: (a) Discuss, record, and tabulate the appeals used by the advertisers, the probable audience reached, the effectiveness of the ads, and the use of brand names and slogans. (b) Discuss, record, and tabulate the relationship between the audience reached by ads and the source of the ad, the time of day of the ad, the season of the ad, etc. (c) Analyze ads based on a given checklist and record and tabulate results. (d) Analyze ads over a one-week period. This analysis could include the types of businesses that run the largest ads most often, the approximate ratio of local to national advertisements, a tendency to run ads on certain days of the week, a relationship between articles and advertisements, and the types of businesses that usually have ads occupying the best sections of the newspaper or magazine or the better time slots on radio and television.

Invite a buyer from a store to speak on purchasing problems.

Have students make crossword puzzles using a list of purchasing terms. Duplicate the best one and hand out for all students to do.

Bring in several varied items (an orange, a piece of fabric, a dress, etc.). Conduct a class discussion on the purchasing problems related to each of the items.

Have each member of the class list individually a single criticism of business; discuss the criticisms and their validity.

Have students obtain simple invoices. Go over the meaning of the various sections of the invoice, e.g., dating, terms, and discounts.

Have students go to the county courthouse to find out about the requirements for starting a proprietorship, partnership, or corporation.

Lead a discussion on unethical behavior in business as compared to unethical behavior in other areas of our society.

Conduct a class discussion on buying insurance. Introduce students to consumer buying guides for insurance and to other sources of consumer information.

Invite a banker to speak on the ways the bank can help the businessperson.

Invite a speaker from a credit bureau to talk on the functions of the credit bureau.

Conduct a class discussion on the use of credit cards. This is a good time to use current newspaper and magazine articles.

Give students case problems in which they are required to make decisions regarding whether to extend credit.

Conduct a class discussion on types of discounts used in business and have students compute discount and net amount for given case problems.

Conduct a class discussion on management of accounts receivable and the relationship accounts receivable have to credit management.

Have students prepare simple balance sheets and income statements. Stress the importance of the documents and what they show. Do not require the same attention to detail as required in a bookkeeping or accounting course.

Discuss possible store policies for shoplifting and employee pilferage.

Display the poster series "Getting a Job" while the class is studying personnel management. It is not the purpose of the course to teach the student how to get a job, but the poster series is excellent and can be profitably displayed at this time.

Use problems requiring simple price computations.

Ask the data processing teacher in your school to speak to the class on information processing systems, perhaps providing a tour of his/her facilities.

Conduct a class discussion on various personnel policies based on students' experiences.

Bring in three or four examples of the same type of goods (three of four different kinds of cereal, three or four different kinds of rings, etc.). Have students rate the items in order of their preference. Count the number of first-choice votes, second-choice votes, etc., for each item and tabulate. This would then be the basis for a class discussion on why people buy as they do and how their habits affect the purchasing decisions of the store buyer.

Make a survey of attitudes of parents of students on pension plans and annuities. You could start by having members of the class make suggestions about questions to be asked on the survey. Then request that students ask their parents that evening and report to the class the next day. This should bring in many experiences of people who have had real-life problems with types of income insurance.

Debate. The best type of income insurance is as follows: annuity, pension, personal saving and investment, social security, etc.

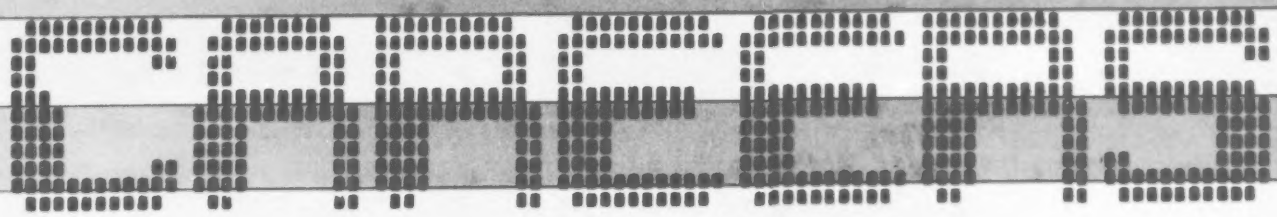
Conduct a class discussion or have a debate on middlemen.

Display forms used for stock control and discuss the advantages and disadvantages of the various forms of stock control. Working students can tell about the methods used where they work.

Have students make a bulletin-board display on the evolution of business, the steps in solving a business management case problem, or on careers in business management.

Fairfax County Public Schools Curriculum Guide
Fairfax, Virginia

EVOLUTION OF BUSINESS


CAREERS

Careers

Career Selection

"That Is My Bag" gives students in a career exploration class an opportunity to reveal their likes and dislikes. Paper sacks become depositories for magazine clippings and objects that represent a student's likes and dislikes. Later the objects are displayed by the students and discussed.

Obtain applications for employment from various companies and discuss with the students the numerous types of questions on the applications and how to answer them.

Ask the students to research a selected career. Have the students find such information as current trends, educational backgrounds, income expectations, working conditions, and physical requirements and make a final statement on whether they would make the same selection after doing the research.

Oklahoma Educator

Have students select a job that interests them and list and discuss in a written or oral report the personality traits and behavior patterns they need to develop for employment.

Bring help-wanted advertisements from two or three newspapers and point out the large number of jobs for which high-school graduates qualify.

Discuss the wisdom of course sequences leading to certain occupational objectives.

Discuss career selection in relation to personal values and goals, standard of living, work location, work conditions, job security, off-job requirements (if any), and cost of family living.

Play the game "Password," using names of occupations. First make two copies of each card, with the name of occupations on each, so that each pair of players will be able to see the clue at the same time. Start with four players, who will take turns drawing from a stack of occupational titles. Have one person act as emcee and be responsible for giving each pair of contestants their copy of the secret word for a round. Clues may be given in the form of synonyms or words that describe the worker. The player is disqualified if he/she uses a form of the password in the clue. For example, if the password is "writer," no form of the word could be used as a clue, such as "writing" or "writes." To score, start with the word being worth ten points. Then if the word is not guessed on the first clue, it will be worth nine points to the next player, and so on. Allow each player only one guess each time a clue is given. Switch contestants often enough so that everyone has a chance to participate. For example, allow each of the four participants to give a clue and to answer a clue, then rotate, letting four more people play.

Have students think of antonyms for each of the personality traits listed below. Then let the students role-play workers demonstrating both good and bad traits.

friendly	confident	honest
cheerful	optimistic	courteous
pleasant	helpful	loyal
reliable	sympathetic	cooperative
thorough	ambitious	poised
neat	self-reliant	self-controlled
appropriately dressed	trustworthy	punctual
tactful	persistent	modest
alert	sincere	patient

Add to the list any traits that are not listed and that you feel should be. Use this activity in introducing the job interview.

Have students examine the classified section of a newspaper and select three help-wanted ads that they would be interested in answering. Have the students cut out the ads and paste them onto sheets of paper. Beside each ad, have the student explain why the job sounds appealing and indicate whether the job involves people, data, equipment, or a combination of all three.

After students have investigated the help-wanted section of the newspaper, have them write their own want ad. Have the students describe a job they would like to apply for and explain why they chose the job.

Central Kansas Career Development Program

Obtain blank newsprint. Collect articles about occupations from a newspaper. Paste up your own career newsletter or prepare a bulletin board display with pictures of community workers collected from the local newspaper.

Elde Bachman
Santa Fe Middle School
Newton, Kansas

Have the students explore the Occupational Outlook Handbook to become familiar with career opportunities. Have the students identify two or three areas in which they are interested and compare the skills, education requirements, opportunities, salaries, employment areas, etc.

Zelma Faulkner
Central State University

Ruth Ford
South Oklahoma City Junior College

Allow the students individually or in small groups to interview people who are actively involved in the two or three areas in which the students are interested. The students can compare the information from the interviews on skills, education requirements, opportunities, salaries, employment possibilities, etc.

Zelma Faulkner
Central State University

Ruth Ford
South Oklahoma City Junior College

List twenty-five occupations and have students assign a salary to each. Have the students give reasons for their estimates and compare them with actual salaries.

Kansas State Department of Education

Arrange with a local county court to have your class attend a court session. You may have to contact the judge as well as the lawyers for the defense and prosecution to secure permission. Before you visit the courtroom, have the students form interest groups according to the various occupations involved in the legal system. At the session have the students observe all the principals involved, particularly the representatives of their occupational selections. After the session is over, try to arrange for the various interest groups to interview the court personnel about their careers. You might have the students tape these interviews.

Involve the students in court procedure. Through discussion, evaluate students' knowledge of various occupations involved in our legal system. Invite students to describe the work of a judge, lawyer, police officer, coroner, doctor, newspaper reporter, newspaper editor, court clerk, court reporter, and guard.

List various city and state public services on the chalkboard. Ask the question "How do these community workers affect your life?"

Central Kansas Career Development Program

Have students bring newspapers from home, select a story from the paper, and list as many jobs as they can find that are mentioned in the story. Have the students report their findings to the class and list the occupations on the chalkboard.

Jan Preston
Santa Fe Middle School
Newton, Kansas

Have students collect from a newspaper feature stories that describe unusual occupations. Have the students paste the articles onto notebook paper and explain why the occupations are unusual and where such jobs might be found.

Central Kansas Career Development Program

Career Development

Have students do research on the life of a famous person who interests them and write or tape commentary on the person's life. Have students include information about how the person came to enter the occupation he/she is in, what major events shaped the course of his/her life, what hobbies the person enjoyed or enjoys, and what factors influenced the life-style of the individual.

Have students find out whether there is someone in the community with a job similar to that of a character in a book they have read. Have students plan an interview and have a list of questions prepared to ask the person.

Give students the following activities to increase their awareness of physical factors that influence career development:

1. Observe other members of your class. Note ways in which people differ physically. Brainstorm in groups of three or four. List as many physical differences as you can in ten minutes.
2. Check the school nurse's height and weight chart. How does your height and weight compare with the norms indicated on the chart? Ask a nurse or someone in the medical profession to come in and talk to your class about the importance of good health in the career world.
3. List occupations in which height and weight are very important. List as many as you can in five minutes.
4. Name jobs that are available to persons with poor eyesight.
5. List at least twenty jobs that require good eyesight.
6. Name twenty jobs that require good hearing.
7. Name jobs available to persons with poor hearing.
8. If you have a physical handicap of any kind, ask your counselor for career information. There are many jobs open for the physically handicapped.

Central Kansas Career Development Program

To recognize and identify some of the individual and environmental factors that influence career development, have students communicate orally or in writing one or more of the following:

What if . . .
nobody worked?
we did not need food?
cars were outlawed?
no one could read?
people could read minds?
we had three arms?
we had no television?
there were no movies?
everybody did whatever they wanted to do?
everybody threw their trash into the street, into the river, or into their backyard?
nobody reported weather?
we had no trees?
there were no hospitals?
there were no schools?
motorcycles were banned?
we had no truckers?
nobody built roads?
all bottling companies were closed?
nobody made material for clothing?
we had no newspapers?
nobody knew how to write?
we did not have typewriters?
somebody burned all dictionaries?

all auto mechanics went on strike?
we did not have radios?
we did not have running water in our homes?
there were no libraries?
nobody paid taxes?
everybody was automatically given the job he/she wanted, even though he/she was not trained for it?
nobody had telephones?
everybody was automatically given $100,000?
we had no airplanes?
nobody operated restaurants?
you worked ten hours per day, four days per week, and had three-day weekends?
you worked fourteen hours per day with no day off?
the police officers in your town went on strike?
there were no rules for drivers?
all the printing presses in this country were destroyed?
we had no electricity?

Central Kansas Career Development Program

Use Civil Service announcements to illustrate examples of educational requirements of various types of positions.

Gary Green
University of Oklahoma

Job Application/Interview

Have students write one or more letters of application for a job listed in the want-ad column of a newspaper. Help students prepare a personal data sheet as a part of the letter.

Invite a personnel manager from one of the local businesses to speak to the class. Ask him/her to outline the steps followed by his/her organization in the employment of a new employee.

Gary Green
University of Oklahoma

Present a unit entitled "Y-O-U and the Interview." A skeletal outline of topics to be covered is as follows:

When applying:

1. Be on time. Arrive at least five or ten minutes before the appointed time.
2. Come to the interview alone. The employer wants to talk to you--not to your relatives or friends.
3. Learn as much as you can about the kind of work the firm to which you are applying is engaged in. Do this before the interview so that you can tell the employer exactly why you think you would fit into his or her organization.
4. Be sure you have the interviewer's full name and know how to pronounce it correctly.
5. Take inventory of yourself and know what you have to offer. Be prepared to tell your story in two minutes.

How to dress:

1. Avoid too-fancy or too-casual clothes.
2. Dress according to the job for which you are applying.
3. A suit and tie are usually best for a young man who will be meeting the public in such areas as sales, clerical, etc.

4. The young woman should use makeup in moderation--not too much lipstick, eye makeup, or perfume.

5. Hair should be combed and trimmed. Shoes should be conservative and well polished. Clean and neatly pressed clothes are a must at all times!

The interview:

1. Greet the employer with a smile. If he/she offers to shake hands, do so; if he/she says "good morning," reply courteously. Do not sit down until directed to do so or until he/ she sits.

2. Stress your qualifications for the job and your interest in the job.

3. Avoid mention of your personal, domestic, or financial problems. Discuss only matters related to the job.

4. Be businesslike and brief. Do not slouch in your chair or lean on the interviewer's desk.

5. Give the information asked for. Let the employer take the lead in the conversation.

6. Pick up clues given you by the employer's questions or statements and use them to convince him/her that you fit the requirements for the job.

7. It is always better to ask for a specific type of job rather than saying, "I will take anything." Be flexible and willing, but indicate preferences.

8. Be realistic in discussing wages.

9. Have a definite understanding as to what is to be requested of you and your employer.

10. Have all factual information about yourself ready (address, telephone number, social security number, proof of age, etc.).

11. Keep your courage if the employer does not hire you. You may not get the first job you seek.

Central Kansas Career Development Program

Miscellaneous

Invite a businessperson to discuss the importance of positive work habits and attitudes.

Discuss the following: responsibility, ambition, maturity, self-sufficiency, compliance, job success, authority, job satisfaction, initiative, honesty, dependability, appearance, persistence, direction, congeniality.

Have the class suggest several different personality traits and discuss why each is important to job success.

Analyze some jobs in terms of traits needed for success; for example, electrician, secretary, doctor, farmer, service repairperson, salesperson, minister, lawyer, teacher.

Use a check sheet to discuss how school subjects and jobs are related.

Have students write a short paragraph that includes possible life goals and why they would choose them.

Prepare bulletin-board displays on self-awareness and life goals.

Discuss employee benefits available in various business organizations.

Review the role of credit unions and employee unions.

Discuss various types of pay plans--hourly, weekly, etc. Some business organizations pay their employees on a basic-salary-plus-commission basis. What is the purpose of this type of arrangement?

Discuss with students the various federal, state, and local agencies that assist persons with employment. Where are they located? Is there a fee for their services?

Make a list of characteristics that an employer might take into consideration in the promotion of employees.

Gary Green
University of Oklahoma

Have students write comic strips using existing characters or have them invent their own characters. Have the students put these characters in situations involving their jobs, families, and hobbies.

Have students examine the classified ad section of several newspapers and magazines and collect advertisements that show a range of the type of appeals used to attract potential workers. Have the students keep a list of those aspects of jobs that are emphasized and "sold" by the ad writers (that is, status, potential advancement, glamour, money, opportunity to meet people, etc.).

Allow students to visit the classified ad department of a newspaper. Have the students find out what workers do to set up an ad and how much ads cost. Have students find out how important classified advertisements are to the newspaper's financial situation.

Career Education Activities
Kansas State Department of Education

Discuss how to use personal and job skills in volunteer work for various community groups.

Ask students to discuss their hobbies and to tell how they are related to career goals.

Have the students write a brief paper concerning their leisure-time activity and what it means to them.

Discuss satisfying ways to use leisure time--compare as to cost, benefit to family, benefit to society, etc.

Have a "buzz" group on leisure-time activities if schools and/or work were on a four-day week. Have groups prepare reports that include comments on cost, transportation, production, etc.

Gary Green
University of Oklahoma

Invite a resource person to discuss with the students the importance of goal setting, including short-, intermediate-, and long-term goals. Discuss with the students how life-styles, priorities, and education affect these goals. As a follow-up assignment, have the students write their goals, keeping in mind these three questions:

1. Who am I?
2. Where do I want to go?
3. How can I get there?

Zelma Faulkner
Central State University

Have the students who have summer or part-time work experience make a list of their job-related skills, such as getting along well with other people, enjoying following directions, being good at organizing, etc. Ask some students to read their lists to the class. Have students note whether other students' lists contain the same skills as their own lists. Have students review their own lists and add to them as needed.

Have each student complete the following sentence: "An ideal job . . . ." Record the answers on the chalkboard or overhead projector. Have the class vote on each statement and then develop a single sentence that summarizes the class opinion about an ideal job.

As an assignment, have the students circle help-wanted ads in the classified section of a newspaper for jobs they might want in the future. Let the students answer the following questions.

1. What training would you need to qualify for the job?
2. Where could you go to get the training needed for this job?

Have the students list their leisure-time activities, then ask the following questions:

1. Should you develop leisure activities if you do not have any?
2. What are good leisure activities?
3. Is it necessary to keep the same activities throughout life?

Project S.P.I.C.E.
Ottawa, Kansas

Discuss the following guidelines on quitting a job:

1. Do not give up a job until you have a new one. You will be better off financially, and prospective employers will be more impressed that you are still working and will not be as concerned about why you left your previous job.
2. Do not quit until you have given the job a chance. Three or four days or even a week is not giving the job or yourself a fair chance.
3. If something about your job bothers you so much that you are thinking about quitting, talk to your boss about the problem.
4. If you decide to talk to the boss, make sure to pinpoint the problem before airing your complaint.
5. Do not be afraid to ask questions about the job.
6. If something bothers you, sometimes it is better to air your feelings at the time the situation occurs. For example, if your boss says something that you find insulting, you might tactfully air the grievance right then.
7. Give at least two weeks' notice before leaving a job. Do not simply walk away, never to return. It is not fair to the company, and it will look bad on your record.
8. In an interview, do not convey personal gripes about your previous employer or company. If your do, the prospective employer will think you would do the same thing if you left this job. Instead, be positive in your comments. For example, say something like "I want more responsibility than my present job offers." Emphasize what you want and what you are willing to contribute.

Have the students write feature stories on part-time jobs available to students in their own age group. Have the students interview students who have part-time jobs.

Have the students write articles about getting involved in extracurricular activities, going to the counselor for help in finding a part-time job, and learning to relax and enjoy leisure time (try stressing activities that do not require much money).

Have the students compose letters similar to the format for the "Dear Abby" column regarding the life career development of students in their own age group. Then have a committee answer these letters. Use the letters for discussion purposes.

Central Kansas Curriculum Development Program

Make a list of occupations involved in the writing, printing, and distributing of a newspaper. Develop an interview sheet. Have the students interview workers at a newspaper office. Have the students write news stories about the jobs they observed.

Central Kansas Curriculum Development Program

Have students explore the ways in which life-styles are affected by differing job choices and incomes, i.e., business executive, professional artist, dishwasher, etc.

Encourage students to think about jobs people have that are unusual ones; ones that are not seen every day, such as animal trainer, diver, football player, television entertainer, test pilot, astronaut, and painter.

Let students make a large wall or hall mural illustrating these jobs.

Career Guide
Kansas State Department of Education

COMPUTERS

Computers

The following are reasons for purchasing and using microcomputers for "hands-on" training in school:

1. Enhances students' ability to get a job
2. Helps students develop ability to think logically
3. Helps students see things in sequence
4. Strengthens students' ability to follow instructions
5. Develops eye-hand coordination
6. Improves visual perception
7. Encourages independent study
8. Provides remedial reinforcement
9. Encourages creative thinking
10. Challenges advanced students toward self-motivation
11. Provides drills and reviews
12. Supplements textbook instruction

The following are reasons for purchasing and using microcomputers in business classes:

1. Enhances students' ability to get a job
2. Helps students develop ability to think logically
3. Helps students see things in sequence
4. Strengthens students' ability to follow instructions
5. Develops eye-hand coordination
6. Improves visual perception
7. Encourages independent study
8. Provides remedial reinforcement
9. Encourages creative thinking
10. Challenges advanced students toward self-motivation
11. Provides drills and reviews
12. Supplements textbook instruction
13. Creates realistic practice in office simulations
14. Provides drills to improve spelling, number recognition, vocabulary, and basic mathematic processes
15. Makes software available for accounting, office simulations, typing, beginning computer programming, word processing, filing, and budgeting
16. Stimulates interest in subject matter
17. Helps students to become aware of the limitations of computers

Before purchasing equipment, visit various computer centers, e.g., Radio Shack, Apple, Atari, Wang, IBM, Commodore Pet, Xerox, etc. Check for software availability and compatibility, which can enhance the variety of microcomputer uses. Consider the availability of service. Teachers with established classes using microcomputers can provide valuable assistance.

Software programs available for use in accounting include the following:

1. General Ledger
2. Inventory Control
3. Accounts Payable
4. Accounts Receivable
5. Payroll

Software programs available for use in Office Procedures and Typewriting II include the following:

1. Word Processing
2. Mailing List
3. Real Estate
4. Budget Management

5. Telecommunications

6. Datafile Management

7. Stock Market Forecasting and Portfolio Management

8. Report Generating

9. Typewriting

To reduce the burden of paperwork for teachers, software programs will calculate students' grades; assign classroom seats; keep track of absences, tardies, overdue books, and report cards; and maintain an up-to-date student personal information file and classroom inventory.

Another available software program allows teachers to create, store, and administer multiple-choice tests using a microcomputer. The test can be administered to students on the microcomputer, and students' scores can be stored on a disk file for later review.

Have class discussion on uses of microcomputers in the home. Encourage students who use microcomputers at home to share their experiences. Possible home uses may include personal finance (balance checkbook, maintain monthly budget), home study (spelling, math), and educational games.

Plan field trips to businesses using computer systems. If field trips are not possible, invite guest speakers to your class. Ask speakers to suggest other possible sources of information about computers and their uses. Involve students in developing a speaker file. Information processing management, other instructors, community members, parents, and former students can be valuable resources.

Demonstrations in the classroom by the manufacturers of equipment stimulate additional interest.

A file maintained by the students containing magazine and newspaper articles, cartoons, and utility bills stimulates an awareness of the impact of information processing in our daily lives.

Business Education for the Seventies
State of Illinois, 1972

Explain that to make a computer function, a human must first plan every operation, step by step. This phase is referred to as "flowcharting." Show students the symbols used in flowcharting.

One of the primary benefits is to alert students to research various jobs that are associated with this field and the expanding opportunities for employment in the field of automated information processing. Use the Dictionary of Occupational Titles as one source of job descriptions, educational qualifications, and worker characteristics.

Business Education Curriculum Guide
State of New York

Refer to the "Computer Programming" and "Computers and Society" sections in the state guide Business Education in Oklahoma (1981).

Make research assignments for students to determine education and training requirements for entry-level positions in information processing careers. Visit or write colleges and universities to determine where postsecondary training is available.

Suggestions for magazines to be provided in the school library might include: BYTE, Creative Computing, Computerworld, Interface Age, People's Computers, Personal Computing, TRS-80 Microcomputer News, etc. Popular Electronics and Radio-Electronics also have articles with pertinent information.

If your textbook does not have a detailed glossary, provide one and follow up with evaluation as terms are used in class so that students will develop an adequate familiarity with computer terminology.

Check with publishing company representatives for up-to-date textbooks and materials to supplement and enrich computer classes, e.g., Sterling Swift Publishing Company, P. O. Box 188, Manchaca, Texas 78652; Anaheim Publishing Company, 1120 East Ash, Fullerton, California 92631; etc.

Computer manufacturers also have books available compatible with their equipment; consult their representatives and catalogs.

Have the students keep a notebook of articles, pictures, etc., pertaining to computers and data processing. This helps keep the students aware of computers in everyday life.

Pat Curtis
Moore High School

We are teaching a Data Processing class for the first time this year and have a set of good transparencies and filmstrips to use with the practice set. When we begin the unit of accounting that involves data processing, we take a field trip to a nearby bank to see their equipment.

Betty Rogers
Gray High School (Idabel)

Whenever we come to the unit on data processing, we visit a large computer installation in Tulsa. Not only do we look at the complex equipment, but I also prepare the students to look at the type of workers and the type of jobs the people are doing that might be interesting to the students.

D. K. Keys
Beggs High School

In a spiral notebook, have students write meanings for new terms or vocabulary words in each chapter of the textbook. Use these for review, and have the students turn in notebooks for credit on the day you give the chapter test. This is also an excellent source of review for nine-week and semester exams.

Do a career unit in Data Processing classes. I give a handout sheet telling what areas are to be covered, such as description of field work, educational requirements, salaries expected, paths of advancement, etc. I encourage students to conduct personal interviews with workers in the fields in which the students are interested. We go to the library two days for research; papers are due several days later in a folder with title page, bibliography, etc. Students choose their individual career fields and include a section relating how computers are used in this field. (Computers are used everywhere today!)

Try a computer or data processing project (it is as much fun as science projects). Give students at least a couple of weeks and a few hints--such as flowcharts, computer programs (if you have a computer), bright and colorful mobiles (using any sequence of ideas in any chapter of the book), wired circuit boards, word games and puzzles (using terms and meanings from the textbook), bulletin board displays, collages, dramas written by students (recorded on cassette tape or live)--let their imaginations take over. Use punched cards, mag tape, business forms--anything businesses may use. We have even had students bring cakes that look exactly like our computer, with licorice for the wires and space bar and M & M's for the keys on the keyboard. Flowcharts and other projects were prepared on poster board--large and neatly done. All projects were demonstrated or explained and presented in front of the class.

In my grading system, these projects are worth the same value as a chapter test.

Doris Hoipkemeier
Edmond Mid-High School

To stimulate interest in the computer, all typing students should spend some time entering and running prewritten programs. A back-up copy should be made of all programs that are to be used often.

Stress proper care of hardware and software. Computers should be on a separate electric circuit. Line filters should be used to protect against uneveness of electrical usage, which can damage both hardware and software.

To insure that all students have adequate access to the computer, each should be assigned a specific time to enter and run his/her programs.

After students learn the programming fundamentals, suggest that they write special programs to provide drill work or multiple-choice tests for other classes in school. This gives a feeling of accomplishment, because they have written real and usable programs. It also enhances appreciation by other teachers for the practicality of computer programming.

To encourage logical thinking, have students prepare step-by-step instructions for an everyday activity, such as brushing teeth.

Use practice sets requiring hands-on experience.

Lila Dickey
Amber-Pocasset High School

Ideas from Computer Literacy Session, 1981 NBEA Convention:

Definition. A computer literate person is one who is informed and knowledgeable about what a computer is and how it works; possesses verbal competence to discuss the social impact of computers on our daily lives and is informed about data processing careers; has the ability to read and understand computerized reports or oral data processing presentations; is able to do computing--conceptualize problems algorithmically and express in writing computational ideas clearly and concisely.

Course Rationale. Because of the growing interest by educators, public support, and mandates by some state departments for educational institutions to teach about computers, the rationale should focus on the necessity for all secondary and undergraduate students to become computer literate before formal schooling is completed. Business Education would be serving a general education goal by offering a basic course about computers and data processing.

General Objectives

1. To provide an introduction to the structure, purpose, and basic operational characteristics of a computer.
2. To provide an insight into the environment of a computer center and related job duties of individuals working within the computer center.
3. To develop an awareness of the size and cost of modern computer systems.
4. To develop a spirit of inquiry through the use of research in the field of computers and data processing.
5. To acquaint the introductory students of data processing with some of the uses of computers and computer terminals that they are likely to encounter in their daily lives.
6. To provide a review of the historical events that have led to the development of the data processing industry--how the introduction of new computer hardware and software has led to the development of the data processing industry as it now exists.
7. To provide an overview of the basic processing cycle of input, process, and output.
8. To develop an understanding of common applications that involve storing data on auxiliary storage devices, inquiry and updating of files, sorting, selecting, classifying, and summarizing data.
9. To provide an understanding of how data is stored and processed in main computer storage.
10. To provide an overview of the means for providing input to a computer system.
11. To provide an overview of the most common types of output used with computer systems of various sizes.

12. To provide an understanding of the common types of auxiliary storage and file organization techniques.

13. To provide an introduction to the components of a modern data communications network.

14. To provide an understanding of the interrelationships of data within an organization and the reasons for a data base.

15. To provide an understanding of the organizational structure of the typical data processing department.

16. To explain the steps to be undertaken in conducting a systems project.

17. To provide a brief overview of the business systems found in most organizations.

18. To introduce the program development cycle with emphasis on the basic concepts and techniques of program design and flowcharting.

19. To provide a familiarization with the seven most widely used programming languages--coding and testing programs.

20. To provide insight into problems faced by the data processing profession in years ahead and the future of computers in society.

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Cheyney, PA

The following are suggestions on integrating computers into the business curriculum:

Typewriting II. Projections indicate that the largest growth in the critical area of employment will be in key entry. This indicates the necessity of becoming familiar with the keyboard of the computer to be able to key in data and programs. Knowing how to program the computer would not be necessary. Typewriting II classes provide an excellent opportunity for students to obtain practice in keying data into the computer.

1. Students should load a program from a cassette or disk and key the required data for the program. Select a program in which large amounts of data must be entered in order for the students to obtain practice in keying on the computer. After students have used the computer a few times, have them enter a long program to stress the importance of accuracy. Magazines and books have programs that can be keyed into the computer; just be sure that the program is compatible with your computer.

2. Set up a business office where orders are processed. Use computer programs to run a simple payroll and to keep inventory. The students (workers) in the office must decide which information should be keyed into the computer, supervise the input, and use the output in the process of running the business office.

3. Use the computer as a word processor. Word processing equipment is so expensive that few schools can afford to purchase it. For the price of software, a computer can be turned into a word processor. It will provide the students valuable practice in using a word processor and in learning the commands that edit text. This practice will give your students an extra edge in the job market.

General Business. General Business classes afford an excellent opportunity for students to become familiar with the wide variety of services that a computer can perform for consumers and for business. General Business classes also provide an ideal time for students to become aware of the everyday uses consumers will have for computers in the near future. Students will not be expected to write programs but will be expected to become familiar with the equipment and the computer keyboard.

1. Students use programs written by students in the computer class to work bank reconciliation problems.

2. Programs to figure interest are keyed into the computer and used to solve problems.

Accounting. The computer offers a break in routine from workbook and classroom drill required to establish student understanding of accounting principles. It helps to familiarize students with equipment they will be using often if they pursue a career in accounting. Many executives and management personnel have computer terminals sitting on their desks to supply instant information.

1. Students use computers to work interest problems, figure payrolls, etc.

2. Accounts payable and accounts receivable records can be kept on the computer in the classroom. Perpetual inventories can easily be maintained on the computer.

Programs are available for these purposes, but they will have to be modified for your class depending on the textbook you use.

Office Machines. The Office Machines class provides an excellent setting for using the computer. Here students can put into practice the ten-key skills they have learned.

1. Students can key in a simple payroll program that uses a READ statement. After a successful run, delete and change the data and run again.

2. Students can key in a program that requires responses to the INPUT statement.

3. Have students load a commission (or other) program from cassette or disk to the computer. After a successful run, change data and run again. Save the program with new data on disk or cassette.

4. Assist the students in loading a program that builds a data file. Have the students either add to the existing file or build a new one from data you supply.

5. Have students enter and run problem-solving machine calculations. An installment payment program with add-on interest using the INPUT statement is very good for this type problem.

Typewriting I. One of the best places to introduce the computer is the Typewriting I class. After the first semester, the students have learned the fundamentals of typewriting and are ready for something new. They should enter and run successfully several prewritten programs. This helps students to realize the importance of accuracy in typing. The students who express an interest should be encouraged to enter other programs.

To reinforce theory, load and run a typewriting test program that can be written by students who are enrolled in the computer programming class. This test can be written to your specifications.

Computer-aided Instruction. This is an example for typewriting but can be written for any class. Write a program (or have an advanced programming student write one) that provides a file with a record for each student containing all the work he/she has completed in class. This would include daily work, tests, production, speed, and anything else that is used for evaluation. The program should print the average grade for each activity and the overall grade according to a predetermined scale. The students should be able to access this information by record number.

Computer Programming (BASIC). Be aware of the existence of over 200 dialects of the BASIC language. Each brand of microcomputer has its own unique statements and commands.

Prerequisites. Typewriting is required because of the time involved in keying in programs and the manner of key stroking. Business math is recommended because the fundamental mathematical processes are reviewed. Accounting is recommended because many business programs are based on the fundamental accounting principles. Students should be able to think logically, be persistent, be willing and able to follow instructions, and be self-disciplined. The students should have a high interest in computers because of the nature of the course. It is wise to inform the students who enroll that it is not a class for playing games.

Hints for the New Teacher. Because there are no state-adopted textbooks available at this time, it is necessary to use the applicable parts of many books. Keep reference manuals and other books and magazines in the classroom for the students' (and teacher's) use. Assign problems that will require the use of the manuals.

Class size must be limited to allow sufficient hands-on experience on the computer. Each student must key in his/her own programs. To ensure that all students have adequate access to the computer, a specific time should be assigned for each student to enter and run his/her programs. This can be class time, study hall, or before and after school.

The teacher needs to emphasize the necessity for accuracy in keying programs. He/she must become proficient in locating and helping the student to correct errors. Correct spacing, punctuation, and spelling are crucial to running a successful program. Striking the "O" rather than the "0" and using the lowercase "l" rather than the "1" are common errors that are very difficult to locate.

GO SLOW. The first problems should be so simple that the answers can be determined mentally or with pencil and paper. This allows the students to know immediately whether the computer was given correct instructions. When students start writing programs, begin with one simple program and add to it until all applicable statements have been covered. Good examples are averaging, calculating commissions, and payrolls. (Students have a tendency to want to write programs beyond their capabilities.) It is advisable to keep a file of programs that the students have written to illustrate each new concept as it is introduced. After the fundamentals are covered and

understood, encourage students to write programs in which they have an interest. Otherwise, let the students write programs for other classes, such as special education, typewriting, accounting, etc.

Care of Equipment. Very little material is available on the care of equipment, but one should read the manuals and instruction books that come with the microcomputers.

1. Hook up the peripheral equipment (printer, disk drives, recorders, networks) to the proper receptacles. For example, if the line printer is connected in the outlet for the disk drives, the equipment can be damaged.

2. To avoid overloading the electric line, do not turn on all of the equipment at once. Let each computer warm up before the next one is turned on. Line filters are recommended to protect from electrical surges and spikes. Take care to use the correct outlet for each piece of equipment when using line filters. The computers will perform more consistently if no other equipment is on the circuit with them.

3. Use covers to keep dust and other things off the equipment. Order covers at the time the equipment is purchased.

4. At the beginning of the program, turn on all peripheral equipment that you plan to use. If you need hard copy (printout), turn the printer on when you start keying your program. Turn on all disk drives even if you plan to use only one.

5. Keep the heads of cassette players clean and demagnetized. Tapes can be purchased for this purpose. Clean heads after every four hours of use or more often if necessary. Dirty heads can reduce efficiency by up to fifty percent.

6. Keep disks in their jackets when not in use. Do not touch the unprotected areas. Never force a disk into the disk drive. Always remove disks before turning the disk drive off. Avoid writing on the disks with pencils or other hard writing equipment. (I number my disks and make a card with the same number as the disk. A directory of the programs stored on each disk is recorded on the card.) Keep the disks in a designated area protected from sun and heat vents.

7. Turn on the equipment in the proper sequence. Instructions are in the equipment manuals. Read them carefully. Instruct and supervise students and other users until they are proficient in this activity.

8. Eating, drinking, and smoking should be prohibited in the computer room.

9. Do not strike the keys too hard. Use a light touch, as with a typewriter. The microcomputer chips are in the keyboard and are very sensitive. If there is trouble with the equipment, call a service person. Do not try to be your own repair person.

10. If you hear someone indicate that microcomputers are indestructible, do not believe it!

The following exercises are suggested for use by the students:

1. Compute the area of a triangle, square, or rectangle.

2. Compute the perimeter of a triangle, square, or rectangle.

3. Compute the number of seconds in a week.

4. Compute the number of minutes in a thirty-day month.

5. Compute the number of seconds in a thirty-day month.

6. Calculate the number of seconds in a 365-day year.

7. Calculate the circumference of a circle.

8. Given the list price of an item and the rate of discount, print the amount of the discount and the net price.

9. Given the total amount of a sale and sales tax rate, find the amount of the tax and net sale.

10. Given the principal and rate of interest, determine the amount due on a note at the end of a six-month period.

11. Given the list and net prices of an item, find the amount and the rate of discount.

12. Given the cost price and percent of markup of an item, calculate the selling price and gross profit.

13. Determine the cost of sending a telegram when the charge for the first ten words or less is a set rate and there is an additional charge for each word over ten.

14. Average a set of numbers. (You can make this program as complex as you wish.)

15. Calculate profit on sales. Given a tax rate, compute the tax on the profit.

16. Determine the service charge on a bank balance.

17. Calculate a city taxi charge from a rate table.

18. Employees are given raises on a percentage basis. Given the rate and current salary, print the new salary.

19. Determine net pay when gross pay is given and deductions are a percentage of the gross. (This program can be expanded to become a very complex program.)

20. Use a rate table to determine the monthly charge for electric service.

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TRS-80 Model III Reference Manual
TRSDOS & Disk Basic Reference Manual

*These books are used on a daily basis.

Lila H. Dickey
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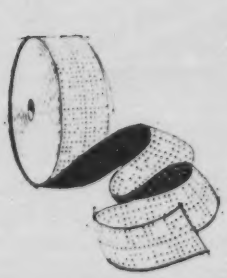
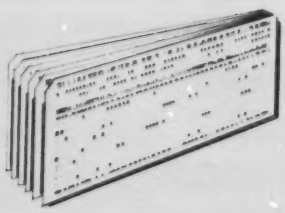
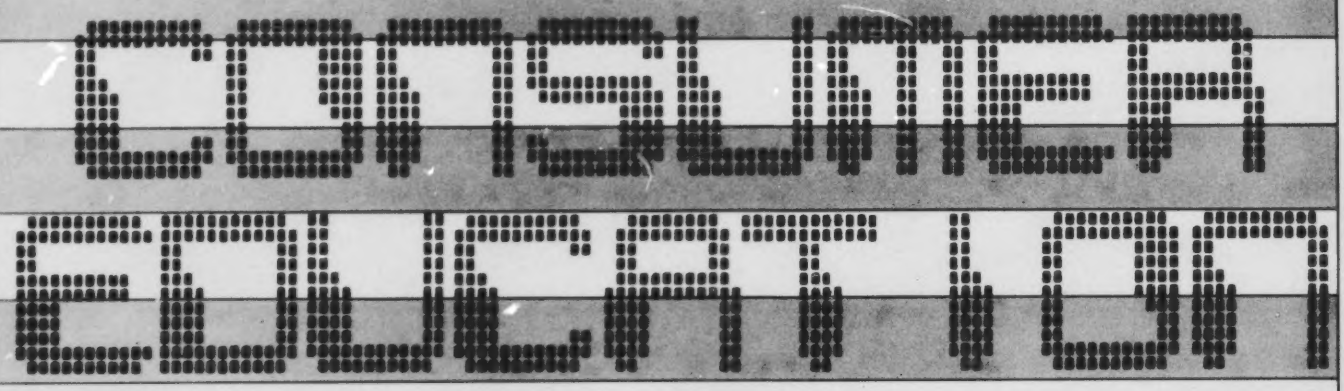





CONSUMER
EDUCATION

Consumer Education

Let students organize a business that they would like to have. Some examples are as follows: Draw up floor plans; write advertisements; tell how many employees will be hired, how they will be paid, and what hours they will work; what type of banking services they would need for their business; what kind of insurance they would need, etc. This, in a way, works along with a career students are interested in pursuing. For example, a student who wants to be a farmer might operate a farm implement store; a student interested in law might establish a law firm. The students may think of other ideas.

Marideth George
Cherokee High School

At the beginning of the school year, each student is given $500 in play money to use in investing in one company on the American or New York Stock Exchange. Each week the student hands in a written report on the progress (or lack of it) on this investment. At the end of the year, each student gives a comprehensive report. Prior to the purchase of stock at the beginning of the year, present a unit on the subject and invite several speakers to speak with students. The speakers may include a stock broker and an accountant who can explain tax reporting on gain and loss due to the purchase and sale of stock.

Donna Stokes
Blanchard High School

An easy way for students to learn banking terms and definitions is to have a "Concentration" board. Have the terms on one set of cards and the definitions on another set of cards. Divide your class into two groups. Let the students call a number and then try to find the definition to match the term. If they do not get a match, the next group chooses. One might want to give a prize to the winner.

Audine Cooper
Allen High School

Use material available, e.g., telephone books (how to use); newspaper advertisements (how to answer for jobs, etc.); prices of items on sale (where to shop for best bargains); how to call for room reservations; how to read menus; how to rent cars for travel. Teach practical, everyday experiences.

Dorothy Coble
Tecumseh High School

Newspaper clippings regarding decisions made by the president, governor, or legislature are read, and then the class discusses the effects these decisions will have on the following: inflation, recession, unemployment, supply and demand, etc. Students become more interested in current affairs, read newspapers, and watch television news more and more. The students enjoy discussing these affairs and how the affairs will affect them. I have had last year's students tell me several times that they miss discussions of this type and still think of them when they read or hear news items relating to our past discussions.

Wilmatine Griffin
Paden High School

We usually study a unit on savings early in the first semester. One of the chapters is about the stock market. After completing this chapter, each student is given $25,000 in imaginary money to invest in the stock market. The students are required to invest in at least three different industries, all of which must be listed on the New York or American Stock Exchange. During the year, the students keep track of how their stocks are doing. In May, the students sell their stocks and are charged a three percent brokerage fee. The students calculate their profits or losses. The students seem to be very interested in how their stocks are doing over the year.

Lena Vee Deeds
Olive High School

A debate may help to make collective bargaining more realistic and meaningful to students. Have one group represent management and one represent labor. Spend some time on introducing assignments in such a way that students may develop a strong feeling for the arguments that their side will present. Also, allow time during class for group preparation.

Betty Slavin
Oklahoma School for the Blind

Teach students to shop for quality products at best prices. See that students understand the meaning of "prime rate of interest" and how it affects interest rates of consumers. Set up a corporation, letting each student invest $2,000; then give an amount of expense and profit to each student so that he/she may figure his/her share of profit. Teach students to figure simple interest (fifty percent cannot do this). Be sure students are able to prepare a family budget. The students must understand the free enterprise system and the difference between emotional and rational advertising.

Jeff Holcomb
Kellyville High School

At the first of the year, assign two or three students a list of products to price each week in the local supermarket. Use these figures to teach and reinforce ideas of inflation/deflation and a price index, which students recognize on television each month as a consumer price index or a cost-of-living increase. This is fairly easy to understand and convinces some students that a higher income may leave one the same amount of consumption satisfaction, more consumption satisfaction, or possibly lower consumption satisfaction due to the current value of money.

James N. McGee
Colbert High School

Whatever phase of business we are studying, we try to compose a series of business letters to fit that phase. Some students write as consumers, others pretend to be a company receiving the letter requesting a purchase. Sometimes we follow through with a complaint, a compliment, a request for additional goods, etc. Many of my students seem to lack experience, so we try to include invoice-type forms in purchases, installment buying, keeping records, computing postage, general bookwork, and telephone communications in reference to inquiries from correspondence. The students like to get involved in this type of continuing activity, and we can use most of the methods that we have learned.

Marilyn Hoover
Chandler High School

Prepare Bingo-type cards with the words used at the end of the chapters. Give a definition--the students check their cards for the word defined.

I have found in General Business that if I allow the students to participate in the class activities, they are more easily motivated and become more actively involved. This can be done by forming groups, with each group presenting different chapters. The students are responsible for writing questions over their chapter, grading them, and going over them in class. Also, groups can give reports, contact speakers, and arrange for them to come and speak.

Jeanette Fuksa
Waukomis High School

Consumer Unit. Prepare posters comparing labels of both food and nonfood items as to cost, weight, and ingredients. Have each student prepare a poster and orally explain ideas to the class.

Banking Unit. Obtain from banks forms such as signature cards, checks, and passbooks. If possible, have enough so that each student can fill out actual forms.

Economic Systems. Have each student prepare an oral report on the economic system of a country of the student's choice. Following each report, discuss the economic system of the country. It seems easier for the student to understand this way.

Mary Ann Pritchett
Prague High School

Comparative Shopping Trip to the Local Supermarket. Before going to shop, students (with the assistance of the teacher) will make a list of staple items and the price they think the items will cost. During the shopping trip, the students will check their estimated prices against the store's prices. This is a real revelation for the students, as they usually are astonished at the difference. I also have the home demonstration agent come and talk to the class on economical food buying.

Nancy Horn
Anadarko High School

Have the students pair up as husband and wife. Have the students make a list of duties shared and duties only one will do. Have the students work out a budget, and give them problems that they will work out as a team. Include financial problems. Bring in the expenses for the birth of a child. The students can visit a grocery store and "buy" their first supply of groceries by comparing prices and getting the most for their money. Give the students a problem such as a death in the family, and let them visit a funeral home. There are many other ideas that can be used.

Alita Horn
Anadarko High School

Divide the class and debate the issue "How to Finance the Government." My students debated whether to have sales taxes or poll taxes. We did our research at the local college library, where the librarian taught the students how to find research materials. This develops many skills simultaneously.

Barbara Langley
Stonewall High School

The following is an idea for role-playing in consumer economics:

During a twelve-week period, pair off males and females in class or have a single head of household with a child and aging parent. The family units must deal with the hard economic realities of life for the twelve-week period.

During this twelve-week period, these family units must prepare a budget, rent an apartment, buy insurance (life and health), calculate the cost of having a baby and/or caring for an aged parent (putting the parent in a nursing home or providing 24-hour nursing care in the home of the single head of household), buy a home, and file income-tax returns. The child of the married couple dies, and they must deal with funeral and burial costs.

And if those economic realities are not enough, each "marriage" ends with the final trauma of a divorce and dividing the property. The single head of household loses the aged parent and must deal with funeral and burial costs and the settling of the estate (the parent had no will).

The following are suggested procedures to follow:

The students must document everything. The students must go through the process of buying groceries, making deposits on the apartment they have decided to rent, making deposits on utilities, seeing the lawyer about the divorce and/or settling the estate of the parent, buying insurance, contacting the mortician, seeing the real estate agent about buying a home, and making all the necessary arrangements to buy a home. The students must visit a doctor and/or a hospital to determine the cost of having a child.

The income of the family units will be based on the occupational selection of the students.

The couple must decide whether the wife will work--if the wife works, a babysitter will be needed. If the wife stays home, the couple must live on one income.

The following are ideas for activities:

1. Invite a farmer or county extension agent to discuss farming changes since the turn of the century and the relationship of these changes to profit motive.
2. Invite a city or county treasurer to report on "Where Our Tax Money Goes." Tape-record or videotape the report for use in other classes.

3. What would happen to the economy if the following occurred?
   a. Consumers increased their demand for goods and services.
   b. Private business decreased its purchase of productive resources.
   c. Government decreased its spending.
   d. Consumers increased their total savings.
   e. Government increased its military expenditures for overseas.

Consumer Education for Nevada

Have students compare the prices of common items they buy today with the prices of the same items one to five years ago. Note the degree to which economic fluctuations may have changed prices.

Curriculum Guide for Ohio

Could "needs" in one culture be "wants" in another culture? Use this idea for class discussion or debate.

To determine how family goals affect the way money is used, the following activities are suggested:

1. List goals that you have already achieved. Which goals have changed for you during the past year?
2. Have students rank the following items from most important to least important: clothing, gas, auto, entertainment, snacks, grooming aids, hobbies, records, magazines, books. Discuss ratings to show individual differences.
3. Have students "spend" $50 and give valid reasons for their choices. Discuss what influenced the students' decisions and how these decisions were related to their goals. Looking ahead to later lessons, suggest briefly that factors in the marketplace, e.g., prices, style, and quality, might also be influencing choices.

Philadelphia Curriculum: Intelligent Buying and Decision Making

As an introduction to a unit on homeowner's insurance, I have each student pretend that his/her home burned during the night. Then I have the student make a list of everything that was in his/her own room and assign a money value to it. This exercise stresses the importance of preparing a household inventory before any loss occurs.

To introduce a unit on life insurance, I briefly cover funeral costs. This points out a basic need for life insurance. Sometimes I have each student write a will prior to the life insurance unit.

Judy Anderson
Guymon High School

Smith Family Budget

Instructions for Using Activity. Have students form groups of four to five students. Have each group develop a budget, considering the four cards that each of the groups will receive. Have groups read their budgeted items after they have made a budget. Plot the items selected for each group on the grid, which should be made into a transparency. Discuss why some items are fixed expenses and others are variable expenses. Discuss why some groups spent their money or plan to spend their money differently than other groups. Bring out that scarcity of money income is a primary reason why people and groups budget. Ask the students how opportunity costs relates to this.

The Smith family consists of Mr. and Mrs. Smith, Susan (fourteen years old), Jim (eleven years old), and Rex, their dog. Like most families, they have certain desires for many goods and services, yet they have a limited income. Mr. and Mrs. Smith make $1,300 a month after taxes. Indicate the items (by circling the number of the items) you think the Smiths should buy with their monthly income. In making your choices, try to determine what things are most important to the various members of the family.

1.	Down payment on a camper	$300
2.	Down payment on a color TV	$150
3.	House payment and utilities	$450
4.	Contribution to a political campaign	$ 25
5.	Savings account	$ 50
6.	A new suit for Mr. Smith	$150
7.	A new sled for both children	$ 50
8.	Orthodontist work for Susan	$ 80
9.	A new bicycle for Jim	$100
10.	Shoes for Jim	$ 35
11.	Gas for existing car (one month)	$ 75
12.	Baseball and bat for Jim	$ 15
13.	Month's supply of soft drinks for Mr. and Mrs. Smith	$ 50
14.	Sewing machine (monthly installment)	$ 60
15.	Trip to Miami Beach for Mr. and Mrs. Smith (monthly installment)	$100
16.	Set of encyclopedias	$150
17.	Month's supply of candy	$ 25
18.	Football season tickets for Mr. Smith	$100
19.	Dog food for Rex	$ 20
20.	Family food budget (the Smiths can spend either $300 or $350 on food this month)	$300 $350
21.	Susan needs new dress for graduation from junior high	$ 40
22.	Coat for Mrs. Smith	$100
23.	Church donation	$ 50
24.	Community drive for antipollution fund	$ 15
25.	Electric train for Jim's birthday	$ 40
26.	Monthly check to Grandma	$ 50
27.	Dancing lessons for Susan	$ 20
28.	One night's entertainment for "boss" and spouse	$ 75
29.	Collar and leash for Rex	$ 10
30.	Trip to national park for the entire family	$350

The following situations should be placed on separate cards (four cards per group number).

1. Mrs. Smith is up for promotion in her job. This could mean quite a salary increase for her.

1. Jim has been wanting a set of encyclopedias. The set would cost $200; he has $50 of the money.

1. Mr. Smith indicates that they must make the installment payment on the trip to Miami that he and Mrs. Smith enjoyed last month.

1. Mr. Smith points out that the camper would be used by the entire family. They are all eager to take the trip to the national park.

2. Mrs. Smith feels the family could save money if they sewed some of their own clothes.

2. Jim is very attached to Rex and is quite adamant about the need for dog food and a new dog collar and leash for Rex.

2. Mr. Smith is extremely devoted to church and church-related activities.

2. Susan is doing quite well with dancing and is eager to continue her lessons.

3. Jim wants a new bike so that he can start working a paper route.

3. Mrs. Smith is a hypochondriac and makes frequent visits to the doctor.

3. The Smiths are tired of skimping on food to keep the bill at $300. They enjoy food, and Mrs. Smith wants $350 a month to spend on it.

3. Susan is eager for the family to have a color TV.

4. Mrs. Smith points out that the camper would be used by the entire family. They are all eager to take the trip to the national park.

4. Susan really wants her teeth straightened before she is sixteen.

4. Jim has been wanting a set of encyclopedias. The set would cost $200; he has $50 of the money.

4. Mr. Smith is up for promotion in his job. This would mean quite a salary increase for him.

5. Jim is eager for the family to buy the camper.

5. The Smiths have attempted to spend $300 per month on food, but just cannot stay within that amount.

5. Susan is into ecology and really wants the money to contribute to the antipollution drive.

5. Mr. Smith really needs a new suit for work.

6. The family is active in the local church.

6. Jim and Susan make good grades in school. The parents believe that a set of encyclopedias is essential.

6. Mr. Smith has not had a new suit for two years.

6. Mr. Smith would like to take his boss and his spouse out for a night on the town.

7. Susan's teeth need some work.

7. Mrs. Smith wants a new coat.

7. Jim needs a new baseball and bat.

7. Mr. Smith is an avid football fan.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Family 1																														
Family 2																														
Family 3																														
Family 4																														
Family 5																														
Family 6																														
Family 7																														

Dr. Thomas Foster
Southwestern Oklahoma State University

Teach your students to beware of these statements:

"You have been chosen."

"It's yours--absolutely free."

"Buy now--tomorrow may be too late."

Gloria Kelley
Consumer Credit Counseling Services

Discuss with your students all of the costs involved in renting or leasing. The following are examples:

What is the advance payment?

The importance of inspecting the apartment or house for damage that you do not want to be responsible for before you move.

What is necessary for comfort that should be maintained by the landlord?

The necessity of reading the lease carefully.

What are the utility payments and deposits (if any)?

What is the cost for cleaning if you have pets?

Become familiar with the 1978 Senate Bill 1279--The Landlord Tenant Act. If you would like to have a copy, call or write: Capitol Straight Line, Room B84, Jim Thorpe Building, Oklahoma City, Oklahoma 73105. Telephone 1-800-522-8555.

John McClure
Department of Consumer Credit

Use small groups to identify ways in which consumer spending affects businesses in the local community and how new inventions or industries have affected the way in which consumers spend their money.

Ask the students to bring to class advertisements from various sources and discuss the advertising strategy, effectiveness, and validity of each. You can also read advertisements to the class and have students identify the strategy, effectiveness, and validity of each.

Discuss with the class case problems dealing with unfair practices, and have students list the agency or agencies that protect the consumer.

Assign a special project on various protection agencies and have students write for pamphlets and other available information.

Have students compare different sizes of items (how many ounces, cost per ounce, etc.) and determine which is the wisest buy.

Oklahoma Educator

Evaluating Tax Advantages. It is the policy of the United States government to allow certain taxpayers to reduce the amount of their taxable income (the amount on which their tax is based) in order to give help to people with special problems or to encourage certain activities. The use of these tax advantages reduces the amount of money that the federal government receives from one group of taxpayers and, therefore, makes it necessary for other taxpayers to pay more.

Below are listed several examples of tax advantages that are presently in use or that are proposed. If some of these special advantages were to be eliminated, which do you think should be eliminated first? Or, put another way, which do you feel are least important to keep?

A. Homeowners should be allowed to reduce the amount of their taxable income by the amount they pay for property tax and the amount they pay for interest on their home mortgage.

B. Taxpayers should be allowed to reduce the amount of their taxable income by $1,000 for each person they support.

C. Parents should be allowed to reduce the amount of tax owed by a specified amount for each child who is enrolled as a full-time student at an accredited college.

D. Parents whose job makes it necessary for them to pay for child care should be allowed to reduce the amount of their taxable income by the amount they must pay for child care.

E. People over the age of 65 should be allowed to pay less in taxes.

F. People who earn less than $10,000 a year and have at least one dependent should not be required to pay any income taxes.

G. Corporations should be allowed to reduce the amount of the tax owed by a certain percentage of the amount spent on research, equipment, or new plant construction.

Adapted from Part II. Strategies for Teaching Economics: Basic Business and Consumer Education, JCEE, 1979. (April 1981, Thomas B. Duff)

Ranking Tax Advantages

Least Important	Rank	Tax Advantage
(Eliminate first)	1.	
	2.	
	3.	
	4.	
	5.	
Most important	6.	
(Eliminate last)	7.	

DECISION-MAKING GRID

Criteria / Alternatives	1.	2.	3.	4.
1.				
2.				
3.				
4.				
5.				

When making decisions:

1. List alternative actions possible in the situation.
2. List criteria you will use for making your decision.
3. Evaluate how each alternative action will meet each criteria and indicate whether the action is positive, neutral, or negative in relation to the criteria.

Workshop Leader's Handbook
The Canadian Foundation for Economic Education
and the Joint Council on Economic Education, 1978

Transparency, Bulletin Board, and Chart Ideas

TRAIN YOURSELF FOR COMPARATIVE SHOPPING

COMPARATIVE SHOPPING INVOLVES . . .

Reading Labels
Comparing Prices
Comparing Weights
Comparing Quality
Comparing Quality

How Do You Budget Your Money?

- Savings
- Snacks
- Daily Expenses
- Clothing
- Gifts
- Recreation

GENERAL BUSINESS

General Business

The Consumer and the Marketplace

Have students research and give reports on the government regulations of businesses and individuals that cause pollution.

Have students select five canned or packaged food items from their kitchen. Have students weigh all the products separately after they have been emptied, and then weigh each container. What percentage by weight of the entire purchase was packaging? What percentage by weight of the entire purchase was unnecessary packing?

Have students prepare a list of institutions in their community that accept savings deposits (savings and loan associations, credit unions, commercial banks, etc.) and discuss how these differ. Also, have them find out the interest rate paid by each.

Have a group of students write and put on a skit in which a family survives an emergency as a result of savings.

Discuss the possibility of buying a share of stock as a class project. Buy at least one share or have the class form its own corporation. This would include organization; selling merchandise, e.g., candy, gum, etc.; preparing certificates; and paying dividends.

Have students work various types of puzzles to become familiar with vocabulary.

Let some students set up a store in the classroom after students have brought in empty cartons, cans, bottles, etc., using various advertising media, offering special services, etc.; let other students shop at these stores, demonstrating principles of buying previously discussed; and let other students observe the buying habits of those who have done the shopping. Give each student a certain amount to spend, assuming there is a certain number in the family. At the end of the class period, discuss observations made by students. (This may last for two days or longer, depending on size of class. Use paper money to make it realistic.)

Have students prepare a bulletin board or posters using the suggested topics:

1. "Labels Tell the Story," a display of labels with key words underscored or encircled
2. "By Their Trade Names Ye Shall Know Them," a collection of trademarks to illustrate how common trademarks are
3. "The Wise Consumer," the picture story of sound buying habits

Have students write a script that deals with the buying habits of "Mr. Gullible and Mr. Careful," whereby one observes the rights and the other the wrongs.

Have "buzz" sessions in small groups to identify ways in which consumer spending affects businesses in the local community and how new inventions or industries have affected the way in which consumers spend their money.

Introduction to Business Curriculum Guide
Fairfax, Virginia

Prepare a display of the various games, contests, and free coupons used for promotional purposes by local merchants.

Have students bring in advertisements from magazines and newspapers that can be used as the basis for a discussion of the appeals used in advertising.

Invite a guest speaker from the local Better Business Bureau to visit the class.

Discuss the classification of accounts for a family budget. The classification is not the same for all families.

Collect credit application forms and discuss the reasons for the questions asked on the applications.

Work out problems with students to show the cost of credit buying. Use the problems to illustrate misleading statements sometimes made concerning the cost of credit.

General Business Syllabus
State of New York, 1970

Ask students to express as many of their wants as they can within a ten-minute period. Ask the students to indicate which items on the list are "essential" needs as opposed to things merely desired. (This procedure would show that what one student considered a need might not be a need to another student.)

Using the list of needs, have the students determine the resources needed to fulfill their list of needs and then have them determine whether these resources are available in the surrounding community.

Discuss the people, places, and publications that commonly provide consumer information, advice, and aid. From the discussion, make up a "Directory of Consumer Aid and Information," categorizing the sources for assistance with various consumer problems.

Students draw slips of paper on which are indicated their weekly salaries. Students then compile a list of everything they will need for one week, remaining within the limits of their salary and giving the names of the stores they shop in and the price they pay for each purchase. At the end of the week, the students will report their purchases to the class.

Economics in General Business

Have the students make an estimate of their income (either from work or allowance) and their expenses for a one- or two-week period. Then have them keep a record of their actual expenses.

Have students choose an article of interest to them (stereo, tapes, clothes, cars, cycles, etc.) and compare prices and quality. Have the students report their findings to the class.

Patricia Foster
Varnum High School

The class listens to the tape "Checking Out a Used Car" and also uses the booklet that goes with the tape. Then we go to a used car dealer and check out a car.

The class uses tapes and student record books from Modern Consumer Education, published by Grolier Educational Corporation, Instructional Systems Division, 520 West John Street, Hicksville, New York 11801.

Patricia Foster
Varnum High School

To teach the channel of distribution, I used one-fourth of the class as producers who had to make or come up with a product. The students sold their products on the open market to wholesalers who in turn packaged, named, and resold the product to retailers, who displayed the products to the consumers. If anyone was unable to sell all or part of the product, then that student moved to the next section. Door-to-door selling was the final section of this process.

Frankie Martin
Wayne High School

In the unit "Consumers and the Business World," I borrowed two interesting films from the Better Business Bureau in Oklahoma City. One of the films is entitled "Too Good to Be True." The other film is about the Better Business Bureau itself. Both films are free.

In our unit on banking, the local banker was a very good guest speaker. I gave him a list of suggested topics.

Terri Breithling
Newcastle High School

When studying advertisements, I have the students choose a product and write their own television commercial. It must be original. The students dress their players and present the commercial. The students also make up their own promotional sales letter and design their own letterhead.

Jim Simmons
Glenpool High School

Students visit a new car dealer and a used car dealer. The students discuss credit terms and cash prices as though they were buying a car. The students are to notice the difference between the sticker price and the amount the dealer will take. The students find out the cost of credit. Then the students go to a commercial bank, savings and loan association, or credit union to compare the costs of a loan.

Helen S. Paden
Coweta High School

Review various advertisement appeals used by companies (straightforward, bandwagon, ecology, special offer, youth, etc.). Students then divide into groups of two or three and go through these steps in planning an advertising campaign. First, as the manufacturer, the students decide what their product will be. Second, as a researcher, the students develop a questionnaire to determine what points about their product they want to emphasize. The third step is to do the artwork on the product. (If the students choose a detergent, a detergent box could be covered with white paper and used for their own drawings or pictures cut from magazines.) The fourth step is to design an advertisement to appear in a magazine.

Marty Walker
Okay High School

My class went to all the grocery stores in town, including those in two nearby communities, and compiled a list of a dozen specific items and their prices. We displayed this list on the board, which created an interest in all the classes meeting in the room.

Dorothy Frazier
Ryan High School

One of the most successful projects used in the general business course at Humble High School was the students' simulated buying and financing of a car. A committee of three students visited the showroom of a car dealer, where they experienced being "sold" a car by a salesperson who was not aware that the potential "sale" was a class project. The committee selected several current models and reported their choices to the class. The class read about the cars in Changing Times magazine, and after much debate, voted on which model to buy.

A salesperson drove "our" car to school and the class inspected it thoroughly. One student's car served as a trade-in, and the salesperson appraised it and set a trade-in price.

A local banker was invited to visit the class and to bring copies of all the papers that would be used by both the bank and the buyer if the car were financed through the bank. Each student filled out a set of papers, using the prices quoted by the car salesperson. Since most of the class members were juniors and seniors and many hoped to buy cars soon, they were very interested in the amount of interest and how it was figured, etc. The banker discussed truth-in-lending requirements, credit ratings, and repossessions. The class got into quite an argument about title insurance.

Both the car dealer and the banker who helped plan the project were extremely cooperative, and even the most "tuned out" students participated enthusiastically in this project.

June Dowdy
Business Education World

Banking, Savings, and Investing

I display posters concerning check writing and various kinds of negotiable securities. My students are interested in learning what will "spend" besides cash money.

Larry Warren
Haileyville High School

Have students do role-playing situations on the following topics:

1. Being paid by check
2. Losing a paycheck
3. Having a check returned for insufficient funds
4. Making a deposit
5. Receiving a check with name misspelled
6. Having a creditor ask for payment of a bill that has been paid in cash
7. Writing a check, but failing to enter it on the check register or check stub

Conduct a discussion of such recent developments in the banking business as attractive interiors and open counters in contrast to older cages, branch banking, drive-in banks, etc. Encourage students to suggest good reasons for these developments.

Have students do simulated projects illustrating the complete check-writing process:

1. Signature card
2. Deposit slips
3. Writing checks
4. Stopping payment
5. Reconciling

Introduction to Business Curriculum Guide
Fairfax, Virginia

Obtain forms used by local savings banks. Explain the purpose of each form and provide practice in filling out each form.

Work out problems showing how interest on saving accounts is calculated by local banks.

General Business Syllabus
State of New York, 1970

To familiarize the students with the procedures of a checking account, I make up a transaction sheet with as many as thirty different transactions, then give each student a book of checks with either a check register or stubs. Using the transaction sheet, each student enters into the checkbook the various transactions. When all students have written all the checks, they turn them in to me, and I return all but three of four checks along with a bank reconciliation. The students then reconcile their checkbooks with their bank statements.

William M. Hewitt
Dewey High School

The local bank furnishes the entire class with individual checkbooks (including stubs). I prepare a ditto problem involving writing checks, preparing deposits, and usually using the entire checkbook. (Leave one or two extra blank checks at the back for possible errors.) Then I give the students a bank statement that they must reconcile. A service charge should be included, since the students have a tendency to forget to deduct it from their check stub. Another "pitfall" is that the students think one complete stub is used when a deposit is made and that the same stub cannot be used to write a check. Correct recording of deposits should be emphasized continuously.

Sue Nell Grooms
Westville High School

Let each student "invest" a certain sum of money in the stock market. The students learn to read stock market reports, learn some math by multiplying the number of shares of stock times the price, and they see how the stock market is affected by changing conditions in the world.

Allene Gillespie
Red Oak High School

In the unit on stocks and bonds, we buy our stock using the newspaper's stock quotations. Each student is allowed $100 imaginary money to buy stock from whatever company he/she wishes. The students must keep a daily chart on their stock changes. We have a major chart in the room with each student's choice of stock and the beginning price listed. After a week or ten days, the students sell their stock and become aware of the changes in its value. Some may still be checking their stock at the end of the year.

Carolyn Roberts
Wilson High School

As a stock market project, I give the students $10,000 (imaginary money) to spend on the stock market. The students buy in 100-share lots and spend as much of the $10,000 as possible. Each week we check to see whether we gained or lost, and then at the end of the semester we sell our stock. This is good practice for working with fractions and gets the students interested in looking at the stock information in the newspaper. Each student writes a letter to a broker and gets information about his/her stock.

Jenny Cooper
Fort Supply High School

Merideth George
Cherokee High School

When teaching the unit on banking (check writing, specifically), I duplicate checkbooks (four checks on a ditto page cut up and stapled in books) and have the students keep a record of the checks they have written. Usually I prepare a problem (as similar to students' own needs and expenditures as I can) to give the students the real practice of writing the stub, then the check, and of recording deposits in their own checkbooks.

Mary Cothran
Durant High School

A good resource unit to use on banking is "You and Your Community Bank." The materials include a teacher's guide and a student guidebook. The filmstrips include "How to Write a Check Properly," "How to Make Out a Deposit Slip," "How to Reconcile a Bank Statement," etc. The material is available from most banks.

Mary Ellen Petrecek
Harrah High School

A checkbook with stubs was obtained for each student from the local bank. Each student was given a beginning balance in his/her account. For one month on a daily basis, students were given checks to write and deposits to make to their accounts. At the end of the month, students were given bank statements so that they could reconcile their checkbooks. This learning process seemed quite effective in teaching the students how to write checks correctly and instilling in them the habit of keeping an accurate record of their own personal account.

George F. Stouffer
Chattanooga High School

PROTECTION AGAINST FINANCIAL HARDSHIPS

Insurance

Invite an insurance broker as a guest speaker to summarize the section on insurance. Have students prepare questions in advance.

General Business Syllabus
State of New York, 1970

Have students bring newspaper and magazine articles that illustrate financial crises. Have the students discuss for each incident whether the crisis could have been avoided, ways to deal with each crisis, and what kind of insurance would effectively deal with the crisis.

Invite a representative of an insurance company that handles automobile insurance to discuss with the class the various types of insurance needed for economic protection while owning and operating an automobile. Since many students and teenagers are interested in fast sports cars, have the representative emphasize the high cost of insurance for these cars. Discuss the facts and accident statistics relating to the reasons for this high cost.

General Business Course of Study
Metropolitan Public Schools
Nashville, Tennessee (1972)

Travel and Transportation Systems

Have a committee of students report on the value of the resort and travel section of a Sunday newspaper. List all the types of information obtainable from the newspaper relating to travel.

Discuss advantages and disadvantages of gasoline credit cards. Discuss what goods and services other than gasoline these cards are sometimes used to purchase.

Discuss the factors one might consider in selecting a method of travel for business as compared to selecting a method for vacation-type travel.

Compare the shipping costs and services of motor freight, rail express, and parcel post for specific shipments, i.e., a carton of educational books weighing fourteen pounds shipped to a community 300 miles away; a box containing carpenter's tools weighing twelve pounds shipped 500 miles.

Obtain from express offices and freight offices sample forms used in shipping goods.

General Business Syllabus
State of New York, 1970

Have the students plan a trip of at least 700 miles. The students must first plan the trip by airplane and then by car. Have the students consult the various materials available for travelers, such as road maps and airline schedules. Have students determine motel rates and the cost of buying travelers checks and of renting a car.

Have students bring some type of container, a brown paper bag, and some tape to seal a package for mailing. Get some mailing labels and use them for part of the packages to be sent. Have the students prepare and put something into their packages to be mailed and then inspect each one. Borrow a scale for weighing packages and determine the cost of mailing each. This can be a good learning exercise on deciding whether or not to pay more and send packages by airmail, special delivery, etc., or pay less and send them by regular parcel post.

Supply the students with the post office form "Notice of Change of Address." Have each student supply the necessary information and select a new address (a place he/she desires to live). Stress the importance of using this form whenever one moves.

General Business Course of Study
Metropolitan Public Schools
Nashville, Tennessee (1972)

In our unit of study on travel in General Business, I have each student plan a trip to a place in the United States he/she would like to visit--a place he/she has always wanted to see. Planning the trip includes map study, writing a letter to the chamber of commerce for information, and estimating the cost of travel, meals, lodging, souvenirs, etc. The students present their trip plans to other class members in the most interesting way possible.

Elouise Jeffrey
Grant High School

In teaching the unit on transportation and travel, I give the students a map of the United States from which I give them a state quiz. I also use a letter puzzle in which the students locate the names of the fifty states. This proves very interesting, as the students compete to see who can finish first.

Reta Luper
Carnegie High School

Communication Systems

The following ideas are given for consideration:

1. List local agencies that supply facilities for communication.
2. Show need for clear and effective English in all types of communication.
3. Develop a list of situations calling for the use of various mail services. Present these situations to a panel before the class and ask for the selection of the most appropriate service. Expect a justification for the service selected.
4. Obtain telephone directories, if possible, for class reference.
5. Develop a series of situations that require the use of a telephone directory. See whether students are able to use the directory properly to meet these situations.
6. Have students dramatize the correct use of the telephone in a business office, in a home as a baby-sitter, in an emergency, etc.
7. Role playing with the use of a "teletrainer," if one is available, is helpful in developing good phone techniques.
8. Use a tape recorder to stress the need for proper speech.
9. Discuss the value of knowledge of the time belts in the use of the telephone and telegraph.
10. Make a list of records that relate to individuals--birth certificates, religious records, identification number of savings account, school records, etc.

General Business Syllabus
State of New York, 1970

Visit a telephone company during the unit on communications.

Claudine Reynolds
Valliant High School

Job Applications and Interviews

When studying about jobs, local businesspersons or faculty members may be asked to interview some of the students before the other members of the class. Students should be asked to complete application forms and personal data sheets to submit to the interviewers. After the interview session, the interviewers should be asked to identify students' strong and weak points.

Each student may be assigned to visit one office worker on the job to analyze responsibilities and duties. The student should compose a letter requesting an interview and should prepare an interview sheet listing the questions he/she intends to ask. After the visit, the student should write a report or present the report orally in class.

Introduction to Business Curriculum Guide
Fairfax, Virginia

Have students establish their own businesses. Students decide on a business that they would like to have. From that point, the students can go many ways, e.g., draw up floor plans, write advertisements, tell how many employees will be hired, how they will be paid and what hours they will work, what type of banking services they would need for their business, what kind of insurance they would need, etc. This, in a way, works along with a career they are interested in pursuing. A student who wants to be a farmer might operate a farm implement store, or a student interested in law might establish a law firm.

Oklahoma Educator

We have initiated an on-the-job training program for the students enrolled in General Business. Students work in the concession stand, take care of concession machines, and keep records for each. The students do inventories of merchandise and figure profit and percent of profit. The students have been favorably impressed with this program. The students learn to count money, make change, prepare deposits, check invoices, and deal with people. This program has also been very profitable for our school.

Mildred Ellis
Stringtown High School

I found it useful toward the conclusion of this unit to have students prepare skits on either the proper or improper method of making an application for a job or job interview. All students use the preprinted evaluation form to guide composition of skits and to provide student evaluation. The students enjoy it and their ideas vary considerably.

Pat Pertile
Bethel High School

General Instructional Ideas

Have students prepare a list of examples of how they have wasted resources, time, and energy. Have students list suggestions for preventive measures.

Discuss the use of a time budget. Is a time budget ever used by businesses?

General Business Syllabus
State of New York, 1970

When we had a unit on advertising, I had the students make up an "advertising manual." The students could go to any business or company and collect ideas to put in the manual on how they advertised. The students would use the same slogans, pictures, and pamphlets given out by the business; they could also take pictures of billboards, or they could give their own ideas on how they thought the business could advertise. I had students who made good notebooks on several different businesses.

Kent Shellenberger
Yukon High School

When introducing a unit, divide the students into groups; then allow each group to select an area of study within that unit to present to the class. The presentation may consist of a bulletin board idea, an oral report, a skit, a telephone conversation, an interview, a slide presentation, a game or a contest, or a scrapbook. The teacher must know what is going on in each group and tie the ideas together. The unit must be covered thoroughly.

Sue Bornmann
Bennington High School

Our high school has devised a mini-business course that covers several short courses in machines, filing, payroll procedures, income taxes, etc., with students selecting their areas of interest. Two or three teachers teach certain courses.

Judy Wood
Sayre Junior College

I have my students make a list of grocery items. The students go to three different grocery stores and compare prices on the items. I show the students how to calculate the sales tax and tell them to find the total amount they will have to pay at each store. We discuss the reasons why some stores might have to charge more than others for the same item.

Mary Johnson
Hominy High School

Make up Bingo cards, using the words at the end of the chapter instead of numbers. Give the definitions. Students have to match the word with the definition.

Nell Claunch
Jones High School

At the end of each unit, I give what I call practical tests. I create real situations, such as getting married and buying a home, furniture, insurance, etc. This is just one more way to emphasize the idea that the things the students are learning in General Business are things they need to know.

Rheta Pika
Chickasha High School

Encourage students to contact persons in the community or nearby area who are engaged in or are knowledgeable about a particular topic being studied, and invite the persons to lecture to the class. An example is the insurance unit. When studying this unit, we usually have representatives from three or four insurance agencies visit the class and discuss automobile, life, and property insurance. The student makes the contact, arranges the time, and introduces the guest. This gives the students an opportunity to get acquainted with the business world. It also gives the business people insight into what we are teaching. The student responsible for arranging the lecture is given extra points on his/her grade.

Alma Taylor
Wilburton High School

Use catalogs to teach General Business students how to compute parcel post charges. Let the students fill out an order blank, ordering whatever they wish. The students then use the parcel post charts in the catalog to determine the charges.

Sue Morrow
Konawa High School

Income taxes are inevitable. The old saying "There are only two things in this life that we must do, one is to die and the other is to pay taxes" should justify the coverage of the subject matter. The IRS provides student booklets, teacher manuals, etc., that are not too difficult to use even in this confusing area.

Mike Lambeth
Mason High School

I use the business vocabulary at the end of each chapter. Requiring this seems to get more of the students to read the part we are studying. The students seem to understand the discussion better.

Bob Pratt
Purcell High School

To illustrate to the students some uses of the subject matter after graduation, I use supplementary workbooks and practice sets that allow the students to do actual work in the areas they have just studied.

Eddie Ogdon
Muldrow High School

To encourage students to think, prepare a matching test with some answers that may not match. Give half of the class the answers and the other half of the class the statements. Have the students go around the room matching answers to statements.

Allene Gillespie
Red Oak High School

Develop learning activity centers in a General Business classroom where students study topics of major interest to them. Collections of material relating to pertinent topics are available in each center (spot in the room) for student use. Students enjoy doing this and it adds something different.

Visit the local chamber of commerce and determine the types of businesses in your community. Classify them as service or distribution organizations.

Read your local newspaper. Clip all articles related to business activities. Determine how each of these affects your community.

Oklahoma Educator

My students enjoy doing the short skits furnished by South-Western to introduce the units.

My class is very poor in mathematics--so some of the students use the adding machine to figure the math problems, which in turn teaches them another skill.

The trip to the bank is a highlight, and the films on FDIC from Sterling Films are very useful for beginning the unit.

Karen Wheeler
Sentinel High School

To reinforce basic addition, subtraction, and conversion skills, have available a tape measure, yardstick, and scales, and put a chart on the chalkboard. Include student's name, height, weight, arm length, nose length, foot length, hand span, whatever you prefer. Fill in the chart on the board according to each student's measure and weight. After this is done, give a quiz on various information on the chart. Jane's feet are how much longer than Mary's? What is the total of the height column? Students have to convert inches to feet. There are all sorts of questions to encourage the students to think and to make decisions to arrive at an answer. The students love it because they consider it a game.

Linda Parker
Webber Falls High School

In January, we lay the textbook aside for about four weeks and learn to fill out income tax returns. The material is free from IRS and is ordered in September or October. It includes all the material we need. Students are proud of their skill and even help many people in the community to fill out both forms 1040 and 1040A, with schedules A and B (itemizing). The students love it.

We also play real estate board games, keep score, and give grades. This teaches skills in many areas, such as buying, renting, and selling.

Lela Smith
Pacola High School

To review at the conclusion of any unit, the class may be divided into committees. These committees are assigned one chapter each on which to give a panel discussion (questions, answers, and visual aids). A leader in each group leads the discussion and asks questions of panel members. Stress posture, using complete sentences, poise, listening, and attentiveness.

Dorrace J. Watson
Fox High School

During the orientation period, all the students take an imaginary job and earn a paycheck. The students learn about the deductions and their take-home pay. Then we work together and prepare a budget to determine the amount that will be spent for necessities, luxuries, and savings. This proves to be an interesting project. We use outside resources such as the following: We shop and learn about grocery prices, read newspaper ads for apartments and the rent prices, determine clothing costs, learn about installment buying (television sets, cars, stereos, etc.), predict future education costs, examine employment opportunities, etc. Students are amazed at how rapidly the funds are spent. We spend time in determining how we can save on some of the expenses. Students are allowed to spend the money for the things they desire. Each student works on the project individually, presenting it to the class at a later time. The ideas and figures are discussed and a budget is prepared.

Marinell Richison
Eufaula High School

If there are two classes of General Business, the students enjoy having a spelling bee. The competition is good for motivation, plus the students learn to spell the terms. This will work with one class, but competition is not as high as it is when two classes compete.

Have a quiz for points (1-5 or 1-10, etc.). Put one question on a piece of paper, fold it, and put it in a box. Have enough questions so that all students will have one each. The terms in the chapter are good for this. Let the students draw their questions.

Linda Parker
Webber Falls High School

In General Business, we videotape skits about shoplifting, advertising, etc. The students are (of course) the actors and actresses.

Kay Schwartz
Reydon High School

See "Computers" section for activities to be used in General Business.

SECRETARIAL AND OFFICE PROCEDURES

Secretarial and Office Procedures

Careers

I ask students who are relatively sure they are going into office work to choose a business they would like to visit for one day. Each student writes a letter to the business of his/her choice, explaining what we are doing in class. The students ask permission to visit the business, and they arrange the details. They are excused from school one day to make the visit. After the visit, I have them write a thank-you letter. I have found this to be very helpful for most students.

Frankie Blankenship
Stigler High School

Along with a textbook for Office Practice, I use the handbook for Distributive Education that includes careers. I also use a video machine to indicate various careers in which the students are interested. This lists the subjects needed for each job, the traits and characteristics needed, and the average salary for each job.

Deloris Lindley
Calvin High School

I present the students with a simulated job, such as working for a local sewing, flour, or machine factory for one week. The students keep books of records, answer the telephone, take messages, type travel agendas for executives, make appointments, keep files (daily and long-range), prepare legal documents, and do jobs on their own. I offer my services only in an advisory capacity. The students enjoy this, and I have found that it improves their motivation.

Marie Smith
Whitesboro High School

Develop a "Shadow Program." This program can be developed in various ways. Contact your local secretaries association and ask whether its members will individually take a student for one day, one week, or whatever amount of time you feel is needed. During this time the students will go to work with the secretary and be his/her "shadow." If you have no secretaries association, you might call on various offices yourself and ask for participation. You might also let each student make his or her own contact.

Ruth Ford
South Oklahoma City Junior College

During the orientation period, have students consider the topic "Your Working Image." Have them discuss personality traits and work habits that would make them successful as workers, basing their discussion on research that shows that most people lose their jobs because of undesirable personality traits and poor work habits rather than lack of skill.

Suggested Teaching Approaches
Jefferson High School
Fairfax, Virginia

Applications and Interviews

Use information from newspaper advertisements in typing data sheets in applied secretarial practice. This makes the practice relevant.

Suggested Teaching Approaches
Falls Church High School
Fairfax, Virginia

I have a unit on how to apply for jobs. To make the unit more realistic, I had the personnel director from Beech Aircraft come out and set up mock interviews. After the interviews, he told each student what he/she did wrong. Each student was required to dress as if he/she were actually applying for a job.

I give the students incentive to turn out mailable work in their Office Practice class. For every unmailable piece of work the students turn in, they have to pay a small fine. If they get through the six weeks without paying any fines, I give them a party.

Bring office personnel into the classroom to add realism to the Office Procedures program. Some resource personnel who might contribute are a medical secretary, a secretary involved in personnel work, and an educational secretary. These resource people will give students firsthand information on duties performed in various jobs, skills required, terminology used, types of business forms, and the benefits received by employees. Other resource persons might include a beautician or representative of a modeling school to talk about makeup and dress appropriate to the office, an office equipment salesperson to explain the importance of proper equipment and supplies, and a personnel manager to talk about ways to apply for a job. The list of resource people and topics is endless.

Judith Depew
Turpin High School

I have each student study the job interview--what to wear, how to act, what questions the employer might ask, etc. Each student then prepares a personal data folder including a resume, a mock job application form, an application letter, and examples of work he/she has done during the year. A business person from the community is invited to come to the classroom to interview each student. The student comes dressed appropriately and brings his/her personal data folder. After doing this, students seem to be less frightened when they actually go for a job interview.

Judith Quickle
Caddo-Kiowa AVTS

Simulate a small office in the classroom. After students have written their letters and data sheets and have handed me the final copies, I act as a prospective employer. I tell the students whether their papers impress me enough to have an interview or whether they will have to revise them. If the papers are impressive, I set up interviews with the students to see whether they will impress me as an employee.

Ann Flowers
Noble High School

In a unit on applying for a job, I have all students dress one day as they would on a job interview. We then discuss how they have dressed and whether it is appropriate for the interview.

Judy Anderson
Guymon High School

Telephone and Machines

Use a telephone company's teletrainer to teach the proper ways to place and receive business calls and to take complete and accurate messages when the boss is out.

Zelma Faulkner
Central State University

Have a representative from a telephone company come to your class and instruct the students on the proper use of the telephone. Many students do not know how to answer a business phone, and most students have no knowledge of the use of multiline phones.

Doris Herndon
Asher High School

Create interest in the Office Procedures or Business Machines class through a machine display. Select a centrally located place in the school and have students demonstrate and explain the use of each machine to interested students.

Oklahoma Educator

Role-play using the telephone in the following situations.

1. Getting information for the employer
2. Obtaining information for an itinerary
3. Placing orders for supplies
4. Getting a service person for the typewriter
5. Making hotel reservations
6. Greeting callers
7. Making appointments

Ruth Ford
South Oklahoma City Junior College

Filing

Set up a competitive on-the-job filing situation. Divide the students into groups, with a supervisor, typist, receptionist, etc. Have the groups set up a filing system, giving them the materials to be filed. After they have filed the items given them, ask them to retrieve certain items (correspondence, memos, etc.) under time. Points are scored by the group who retrieves the fastest.

Oklahoma Educator

I sponsor the school yearbook in addition to teaching business subjects. The students in my Office Practice class find setting up the student and advertising index for the annual a very interesting part of our filing section in the class. We also set up a file of pictures. Our main headings deal with the various sections of the yearbook. The pictures are filed in folders and marked "Clubs," "Royalty," etc. This proves to be not only a help to me, but a realistic, practical experience in filing for the students.

Helen Peters
Muldrow High School

The Office Practice class in our school is very small; therefore, the students become aware of the attitudes of everyone involved. Two of my students were below average students and greatly needed motivation. We used a filing project that proved to be very profitable and really helped the two students get involved in the class. Even my better students realized that there is a lot more to filing than just knowing their ABCs.

Beverly Matthews
Soper High School

Miscellaneous

Have students collect all types of mail and (1) arrange it in order according to priority and (2) read and highlight key or important statements for immediate assimilation and/or action.

To develop personal growth and emphasize business behavior, an officelike atmosphere should be created and maintained in the classroom. Students should be encouraged to feel that they are employees and should work together and cooperate with one another in a businesslike manner. Equipment and supplies should be conveniently and readily available as in an office.

Have students select a job that interests them and list and discuss in a written or oral report the personality traits and behavior patterns they need to develop for the job.

After the students have been taught addressing envelopes, attaching enclosures, arranging letter and envelope for signature, and folding and inserting, these tasks should be regularly combined with letter production.

Oklahoma Educator

I divide my Office Practice class into four mini-sections--nine weeks for each one. The first nine weeks we do a typewriting office practice set; the students work at their own rate, with grades assessed on speed as well as neatness and accuracy. The second nine weeks are devoted to adding machines, using both calculators and ten-key machines. The third nine weeks are devoted to duplicating machines. The last nine weeks are devoted to dictating machine typing, with the students learning the use of the dictating machine.

All in all, the students learn a variety of office machinery to help them in the business world.

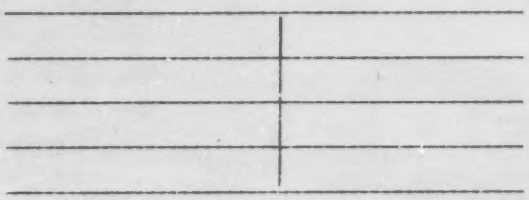
Pam Maddoux
Taloga High School

Assign projects that can serve more than one purpose. For example, in the duplicating unit have each student type and duplicate something that will be of value to the other students (word division rules, capitalization rules, good grooming tips, telephone techniques, indexing and filing rules, etc.). Set up a file folder for each student to store these materials and special teacher-prepared exercises and projects. At the end of the year have each student design a cover page. Have the class select the best one and duplicate enough copies of the selected cover for all students.

Suggested Teaching Approaches
Fairfax High School
Fairfax, Virginia

Use a shorthand pad for daily reminders. At the top of each sheet write the date each day. In the left column list everything you need to do or are asked to do. In the right column make notations such as "completed," "will reply later," etc.

The date should again be written at the bottom of each page. This gives you a permanent record should you need to recall something.

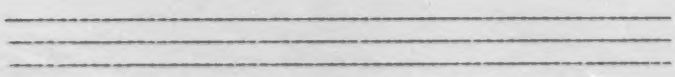


Ann Miruski
Putnam City High School

Keeping a letterbook is a procedure I learned when working for a private business. To my knowledge, this is not taught in any textbook.

To prepare a letterbook, do the following: Purchase a set of alphabet tabs. Stagger then on separate sheets (preferably using ruled paper). When the year begins, number the first letter you type (carbon copy) 1/0. The bottom number indicates how many letters have been written the current year to the addressee. The top number indicates the number of the letter (number in succession by date). File the carbon copies of the letters in the back of the book, always filing the most recent one on top.

Letter to John Cherry dated January 15, 1981, code in top right corner 1/0 of cc. Record in the alphabetic portion as shown.



Ann Miruski
Putnam City High School

Establish a dollar value instead of a point value for everything a student hands in to you. Deduct an amount ($1 for tardiness, 50¢ for messy correction, etc.) from total"salary" for errors.

At the end of the week, have the payroll clerk (a student chosen by the teacher on rotation basis) write and distribute checks.

Keep a record of daily assignments and weekly salaries. My class is two hours long, and $5 per day is an "A." A teacher can work out the amount of salary needed for each grade.

June Love
College High School (Bartlesville)

Due to the fact that I also teach eighth-grade reading, I have become aware of the importance of oral reading. I have my secretarial class and accounting class read their chapters to me orally. I am amazed how this helps some of the poor readers not only to read better, but to communicate better with me.

Charline Barker
New Lima High School

When we do the unit on handwriting and lettering, I have students choose a month of the year and do the correct writing, figures, and letters to create a calendar for the month they have chosen. They use poster board cut to 11 1/4 " x 14". The calendars can be displayed on the bulletin board or above the chalkboard. The students enjoy doing this because it does not seem like an assignment. I encourage them to draw designs for special days.

Marie Sappington
Granite High School

After looking at the collection of letterheads, each student designs a letterhead. The class votes on the best two or three designs. We put the letterheads on stencils or master copies and duplicate a number of them. The students use these letterheads for typing various letter assignments.

Helen Peters
Muldrow High School

Let the students make their own letterheads and compare them with examples of business letters from offices. Let the students examine the letters to see the various forms and ways in which the offices use the letters. Then have the students write a letter of their own, such as a letter of application. Have the students also study order forms from businesses to compare forms and uses.

Sharon Wood
Clayton High School

All lab assignments are set up on job sheets. Instructions are given in detail. I help the first student who starts on a particular machine; that student then becomes the instructor for that machine. Students learn more by teaching, and their confidence is increased when other students ask their advice or assistance.

Frankie Minton
Lindsay High School

When I am having a problem with a particular student, I compose a poem that stresses the improvement that could be made in his/her life if the difficulty were overcome. I get the thought in that I really like the student. I use satire if I have a group problem. The poems have solved many problems.

Jane Hall
Westville High School

Role-play the following situations:

1. Applying for a job
2. Asking for a raise
3. Helping a new worker adjust to the office
4. Explaining how to use resource or reference materials.

Oklahoma Educator

Encourage students to develop good work habits and to effectively use secretarial tools and equipment as part of their daily routine. Emphasize the necessity of assuming responsibility for learning to use the secretarial tools and taking proper care of the equipment without having to be reminded.

Dictate on tape actual business letters that have been received. Ask a business person to record some of the letters received or the answers to these letters. Ask faculty members to dictate letters to the class. Provide adequate practice in building transcription skill, emphasizing mailability. Teach the students how to cope with interruptions.

Oklahoma Educator

Invite experts from the community to help teach a personal appearance unit. A hair stylist discusses shampoos, the manager of a cosmetic boutique explains the use of makeup, a modeling school instructor demonstrates grace and poise, and a fashion coordinator discusses proper wardrobes and critiques outfits selected for office wear. The teacher must plan ahead and work with each speaker before the presentation.

Oklahoma Educator

Negotiate "work agreements" with students in a model office situation. With the teacher as a counselor, the student plans his/her work for a designated period of time. Students report "feeling in control" of themselves and their work.

A weekly "paycheck" in a model office gives students a realistic appraisal of their work. Students punch in and out daily and are rewarded for attendance and for both quality and quantity of work; deductions are taken for tardiness and poor quality of work. A payroll clerk keeps records and issues weekly checks whose amounts are then converted into weekly grades. Improved attendance, tardiness, records, and quality of work evaluate this as a positive experience.

Positions to be filled in a model office are posted as job vacancies in the spring. Students prepare letters of application and resumes. The students are interviewed for the position they desire and type follow-up letters. Students learn about job hunting as well as real job interviews and like it.

Oklahoma Educator

As a novelty and motivating device for calling the students' attention to the names, uses, and locations of various reference materials available to office personnel, try the "Super Sleuth" approach. Attire yourself in a raincoat, "Sherlock Holmes" hat, and a pipe to begin this presentation. (A "Sherlock Holmes" hat can be made by combining two baseball caps--one bill to the front and one to the back.) This is guaranteed to get the students' attention! Then present situations in which you are looking (sleuthing) for certain types of information. Of course, you will need samples of reference books to show and distribute to the class--try your library.

Martha Sandersfeld
Putnam City High School

The students type from voice tapes--office, legal, and medical. The students work on adding machine drills, data processing, alphabetizing, and filing. Students do master copies, stencils, letters, envelopes, resumes, term papers, reports, etc. In other words, the students do "real" things instead of just busy work.

Dottie Cunningham
Checotah High School

The following example is a suggested way to keep a record of all incoming mail:

Date	From	Subject	Comment	Disposition

Ann Miruski
Putnam City High School

When I am stressing reading and following directions, I give each student a different set of written directions. All students begin at the same place within the school and each student ends up at his/her desk. The student reads and follows the instructions as closely as possible. The last instruction leads each student back to his/her desk where he or she sits down and composes a paper, telling where he or she went and what he or she did. This is a fun project, and you can see that it not only teaches reading and following directions, but it also helps develop the ability to compose at the typewriter.

To further develop the ability to compose at the typewriter, I give topics such as describing a bedroom, closet, person, place, or specific thing. Sometimes I give each student a secret topic to describe. After typing for about one minute, depending on the topic, I read the description orally to the class. (This gives me a chance to see how well each student is composing--typographical errors, complete sentences, etc.) In the case of a secret topic, I let the class guess who or what the person was describing. This develops the ability to compose and to be as accurate as possible with a description, because the important thing is for the class to know immediately who or what is being described. Sometimes I give extra credit to the student who guesses who or what is being described, as this encourages listening and understanding. I usually allow one minute on any of these topics, and most of the time I read them orally. This is fun and it is a learning situation.

Carol Rhoton
Keyes High School

I plan to use my textbook to teach filing; but primarily, I am using actual school sources, no matter how trivial, to place the student in a position of responsibility.

Judy Watson
Asher High School

I let the students make up crossword puzzles to try to stump their classmates.

Nell Claunch
Jones High School

Working in a business office is a big help in teaching, as are the books published by Delta Pi Epsilon for bulletin board ideas. I also cut out hints, ideas, articles, pictures, etc., and compile them into a notebook. Any time regular assignments are completed, I use supplementary manuscripts or materials as an office worker would do during a "slow" time.

Armand Pitts
Cushing High School

Each year I have some students who work much faster than others. Each semester I assign a supplementary project that the students can work on when they have finished their regular assignments. These projects are counted as extra credit at the end of the semester.

Judy Anderson
Guymon High School

When teaching a secretarial procedures class, I find that I can cover more material and expose the students to more varied experiences if I use projects for some of the learning experiences.

For example, in using either South-Western's Simulated Office Situations with Secretarial Procedures and Administration or the Practicum with McGraw-Hill's The Administrative Secretary: Resource, there is not enough class time to cover each project. If the class does only selected projects, they miss some of the pertinent information that is beneficial and also necessary for building upon in the following project.

I have found that by completing the first one or two projects individually, each student becomes oriented to the company for which she/he is working. The class is then divided into groups by drawing numbers. With a class of 20-25 students, there will be four to five groups. In each set of numbers there will be one "C" to designate the chairperson for the group. The chairperson is responbile for the group meetings and delegation of work. The chairperson should encourage each student to evaluate his/her own work before submitting it. He/she is also responsible for presenting the project in correct order and for evaluating the project by using forms similar to the green and yellow sheets that are attached. The instructor gives the final ranking to each paper.

This approach provides an opportunity for each person to rotate on various projects. The group members learn to work together. The chairperson learns to think through projects and to delegate work to others. He/she also learns to give instructions and to assume responsibility for the work of others.

The amount of work for each individual student is lessened, but each student has an understanding of all the activities involved in all of the projects. After completing one or two group projects, the students are prepared to complete another project or projects individually before resuming group projects.

In completing a group project, the chairperson may seek all the assistance needed from the instructor; but the group members work through the chairperson.

The instructor should carefully analyze each project before assignment because some projects are more readily adapted to group projects than others. This group project approach works well with "teacher projects" as well as with textbook projects.

It is also a valuable experience to the students for a group to present its project to the class and to explain how the work was delegated and accomplished. The students arrive at some great ideas. They will also share with the class some ideas they found that would not work but that proved a worthwhile learning experience.

Jane Nutt
University of Texas (Austin)

Bulletin Board

A bulletin board idea for filing is to post a cartoon of a boss and a secretary talking with the heading "You have to find a better method of filing." Under the heading display file folders with labels such as "This and That," "Torn Papers," "Funny Papers," "Memos," "Ads," and "Boring Papers."

Brenda Cox
Braman High School

Post a tip a day on the bulletin board. Below are some examples:

1. Nothing should be on your desk that is not used at least once a day.
2. Nothing should be in your desk that is not used at least once in every six weeks.
3. Tape the edge of an aluminum foil box to a drawer to cut papers.
4. Use a window envelope to align paper.
5. Use a rubber finger to sort bunches of paper.
6. Roll a deodorant bottle on envelopes to seal.
7. To stamp without glue, wet envelope and run stamp on sticky part.
8. Keep razor blades in a matchbook.
9. If you note an error in a stapled page, put another paper in the typewriter and roll that paper backward to correct the error.

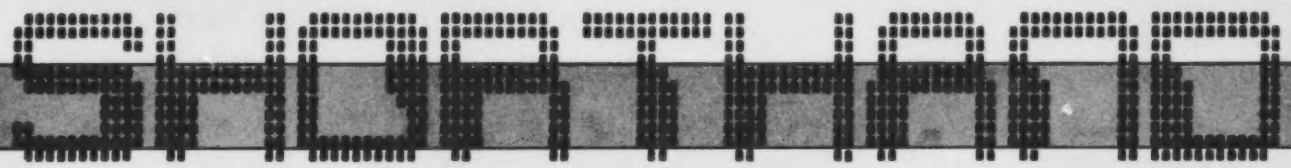
10. To keep a pencil from rolling off the desk, stick a tack in the eraser and put a rubber band or string around it.
11. When typing several 3" x 5" cards, type two at time; set a tab for the second card.
12. Put alphabetical tabs on telephone directories to find sections faster.
13. When reading a book, put rubber bands around both sides to keep it completely flat.
14. To keep paper bail rollers from smudging the typed copy, apply cellophane tape to the rollers or move them off the paper.
15. If you type a master without removing the tissue, it will produce about 100 copies.
16. If a master is too light, run light copies through again without having the master in but with the fluid turned on high.
17. For carbon packs, use an envelope flap to insert.
18. If a flimsy folder will not stand up, put a piece of cardboard on the back.
19. To start a pen that will not write, hold a match under the tip or hold the tip under hot water.
20. If a pen will not write on coated paper, try writing on an erased area.
21. Cut off one corner of all carbon paper.
22. Use a 3-column shorthand notebook for a boss who makes several corrections.
23. Type the carbon copy of a two-page letter on the front and back of a single sheet of paper.
24. Tape a billfold-size calendar inside your shorthand notebook.
25. To take care of poor erasures, use aspirin, chalk, or plastic type cleaner.

Word Processing

The following are some ideas for introducing word processing concepts:

1. Stress listening skills--give instructions; ask for questions; do not repeat instructions after a typing project has begun.
2. Stress accurate typing of numbers (10% of all typing today is numerical). Require typing 1-100 each day as a part of the conditioning practice. Extra credit for accuracy could be given.
3. Introduce students to magnetic media such as mag cards and magnetic disks.
4. Teach the difference between footnotes and endnotes; the trend is toward use of endnotes.
5. Stress composing at the typewriter. One exercise: Present students with a problem and require they write either a positive or a negative response to it. After they have become accustomed to this, conduct the exercise under pressure of time. Errors on the first draft should be corrected, and the final copy should be error free. Grade the exercise.
6. Teach a variety of correction techniques.
7. Teach students to type from dictation. Increase speed of dictation throughout the semester or year. Have students dictate so that students become accustomed to different rhythms and intonations.
8. Require the use of standard proofreader's marks when correcting papers.
9. Include word processing terminology in your classes.
10. Give more handwritten and rough draft copy.
11. Emphasize quality work, not just speed. In later stages of typing, measure by meeting deadlines rather than wam. For example: Assign problems at 10:00 to be completed by 10:45. Base the grade on the number of mailable problems completed by the deadline.
12. Teach eye placement rather than mathematical placement after beginning typing. No one will measure in an office situation.
13. Teach students to work under pressure of time. All production should be timed, including set-up and clean-up.
14. Give RUSH work occasionally.
15. Force students to set priorities by giving several problems and requiring them to determine sequence of completion as well as the method of completion.
16. Show films demonstrating the use of automated equipment. (IBM has several good films that feature their equipment.)
17. Invite word processing personnel to speak to your classes.
18. Take your students on field trips to word processing centers whenever possible.

Delores Ireton
Oscar Rose Junior College


SHORTHAND

Shorthand

Getting the Class Started

At the beginning of each school year I make a list of the birthdays of the students in my class. As each student's birthday arrives, I write a message in shorthand on the chalkboard, saying something special about that person and wishing the student a happy birthday. Students eagerly come into the classroom on their day to see what has been written.

Janice Plummer
Poteau High School

The basic phonics rules must be taught before you start shorthand. Too many students did not have phonics in the first grade, and they need to know the sounds letters stand for and phonics rules. I did not understand phonics rules and the sounds letters stand for until I taught first-grade phonics. Phonics helps students to tell the difference in the sounds they hear.

Glenda Edmonson
Antlers High School

The first day students write shorthand outlines, I cut overhead transparency paper in half so that it is the same size as the page in the textbook. (I use transparency paper because it is purchased by the school and can easily be cleaned with a tissue and used time after time.) I have the students lay this over the shorthand outlines and trace, stressing that they write the outlines quickly.

I teach my students to fold coat hangers to make book holders. Book holders are important, and this is a very inexpensive way to make them.

Judy A. McDaniel
Nowata High School

After the first two weeks of class, when students are just beginning to learn basic letter and sound skills, I have found the students are extremely pleased when I write their names in shorthand and display their names on the bulletin board. The students enjoy locating their names as well as their classmates' names. It gives the students pride to show nonshorthand students that they can read names of mutual friends.

Jeanette Fuksa
Waukomis High School

Display on the bulletin board the greeting "Welcome to Shorthand" and the students' names in shorthand. As the students learn the symbols, they will be able to discover their names.

Suggested Teaching Approaches
Annandale High School
Fairfax, Virginia

Reading

Random reading in shorthand. Each student's name is written on a 3" x 5" index card. The cards are thoroughly shuffled before each reading exercise and then drawn one at a time to determine which student's turn it is to read. Using this method, the students do not read in any particular order, and they must follow closely in order to read when it is their turn. This has proved to be very successful in holding the students' attention. Reading rates or grades could be recorded on the student's card and their reading grade transferred to the grade book at grading period.

Suggested Teaching Approaches
Fairfax High School
Fairfax, Virginia

A device for promoting speed and accuracy in reading shorthand is to have a bee much like a spelling bee. The students line up in two groups. Call out short sentences from the textbook by sentence number and page number. Students must sit down when they make an error; the last one standing is the champion reader.

Suggested Teaching Approaches
Goverton High School
Fairfax, Virginia

Checking oral reading for timings sometimes can be time consuming. With larger classes, this can be done quickly by dividing students into pairs and having them read thirty-second timings to their partners. We call it "blab school," as we all read to each other at the same time. Also, five minutes spent daily at the board reviewing theory is helpful. Students are eager to go to the chalkboard.

Dorrace Jo Watson
Fox High School

Divide your class into teams. All teams will read the same letter (each student reading one line in his/her shorthand notes or books). The first team finished with the letter wins. Keep track of which team wins most often.

Lois Breedlove
Liberty High School

It is all in the way you read. Current research by leading shorthand teachers indicates that students who read fluently will achieve faster writing speeds. Encourage high reading rates from your students; in the long run, they will be faster writers.

During each nine weeks you might take five or six timings of thirty seconds each from all students. Average the top three reading scores. The letter grade could count about twenty-five to thirty percent of the semester grade. If a student reads thirty-five words in thirty seconds, double the words and record the reading rate as 70 words a minute. A suggested scale for the first two nine-week periods is given below.

First Nine Weeks	A-100 words a minute	C-80 words a minute
	B- 90 words a minute	D-70 words a minute
Second Nine Weeks	A-130 words a minute	C-110 words a minute
	B-120 words a minute	D-100 words a minute

During the second semester, students do not need to be graded on reading ability as long as they maintain a fluent speed of approximately 120 words a minute.

C-21 Shorthand News Notes

Set goals for reading and writing practice. Suggest that students do not just read paragraph 3, but try to read it within two minutes. Encourage students not just to write the review of paragraph 5, but to write it within three minutes. Set goals for classroom as well as homework practices.

C-21 Shorthand News Notes

Many times inaccuracies are due to hasty, careless reading. Similarly constructed or similar sounding words--through, thorough, though, thought, etc.--are usually misread by accident. If careful rereading of the letter does not bring the desired response, the student does not understand the word usage. Have the message expressed in a different manner by some other reader, and show the student how context is a clue to the correct word.

Successful Devices for Teaching
Shorthand Transcription
Ruth L. Larson

In beginning shorthand, I allow students to choose their seats. As soon as the students are settled, I give each student a 3" x 5" index card upon which to write his/her name and seat number. When the class is ready to begin reading aloud, I shuffle the cards and call on the students by card. No student is missed, and no student is called on twice.

I usually give each student thirty seconds to read from homework assignments. I record the date and reading rates on the card. At the end of the grading period, it is easy to get the average rate and to see the improvement each student has made.

Nancy Fly
Corpus Christi, Texas

In order to increase reading speed on individual levels, I time the beginning students for three-minute transcription rates in longhand for pop-quiz grades. In order for beginning shorthand students to learn to read their notes, I have them transcribe from their homework notes in longhand and then at the typewriter before they transcribe their dictation notes.

Gwen Phelps
Lawton Eisenhower High School

Time all reading activities in class. Ask the class to read a paragraph from the textbook in unison. As you with read them, time the reading. "You read the paragraph in forty-five seconds. Now, let us try to complete the same paragraph in forty seconds. Ready. Read." After completing the second timing, give the class another goal in the same paragraph and time the third reading. Everyone is involved in the reading and everyone feels successful as the group improves its reading time. Use unison reading more often than individual reading in class. Time students individually if recording a reading grade.

Jean Hoffman
Corpus Christi, Texas

Whenever time permits, have students read to one another brief forms from the chart at the back of the book. Have them read forward, backward, up, and down the chart. Stress speed and immediate recognition by having one student time another. A good semester goal is sixty seconds for the entire chart.

C-21 Shorthand News Notes

After the first month of beginning shorthand, have the class elect two team captains who in turn choose members of the class to be on their team. On Friday have a "Read Down" covering any or all of the assignments covered for the week. The first member of a team reads the first sentence. If the sentence is read correctly without hesitation over a word, then the other team member reads the second sentence. However, if a team member hesitates over a shorthand word or misses it completely, the other team member starts reading where the error occurred and completes the sentence. The person who missed the word has to sit down.

As soon as the students are able to write shorthand, they are encouraged to write their names in shorthand. Very often the students discard the use of longhand names and get a thrill from exhibiting the shorthand names of friends unacquainted with this fascinating method of recording.

If it can be arranged, encourage the slow students to report to another section of the same class for additional reading and writing practice.

When a student hesitates on reading an outline, encourage him/her to look ahead two or three outlines to see whether the rest of the sentence suggests the word.

Read with the class in order to set the pace. Stop to see whether the students are continuing at the rate set for them; if they are not, start reading with them again to encourage faster reading of notes. If this activity is handled skillfully, it is very effective in speeding up the reading rates of all students.

Successful Devices for Teaching
Shorthand Transcription
Wayne A. Alston

Chalkboard Dictation

Occasionally I let one or two students at a time take dictation at the chalkboard. This gives me the opportunity to watch how the students make their characters, and I can make suggestions to correct their errors. I can also suggest several phrases or words the students can join together instead of writing separately. I do this only occasionally the first semester, as writing on the chalkboard slows the students' writing speed. Usually, enough corrections are made in the students' writing to increase their speeds in taking dictation.

Ola Faye Carrell
Sayre High School

At the beginning of this year I was very excited about teaching shorthand. Seven students had enrolled in my class, five of whom were determined not to learn shorthand. My solution to the problem came after several weeks. We now have a contest every Friday that runs for three weeks. The students are grouped into teams. A student goes to the chalkboard and writes a dictated character. The person writing the character the fastest and best gains a point for his/her team. At the end of the three-week period the losers give the winners a party. So far, the method is motivating people who really did not like shorthand at all.

Phyllis Winters
Sasakwa High School

Toward the end of the first semester I have my students write in shorthand on the board. I dictate simple letters of new material. The students can compare their work with that of other students. I do this only one or two times and do not insist if I think a student could be harmed. After they have finished, the students enjoy reading each other's outlines.

Hattie Wendt
Haworth High School

Flash Card Ideas

Flash cards are prepared with the most commonly used phrases. The students place a piece of paper in the typewriter and type the translation for each phrase as it is shown on the card. The flash cards should be shown very rapidly to encourage concentration and rapid typing. The students then remove the transcript from the typewriter and write the outlines beside their typewritten phrases. When the allotted time has expired, the students exchange papers and check outlines and transcripts. This activity can be done in teams, with the total scores from the outlines and transcripts added to determine team scores.

C-21 Shorthand News Notes

Write brief forms on flash cards so that the students can help each other. The students check their own work and decide for themselves which strokes they need to study or practice. Each day before class have a short check on the difficult and new words in the lesson by writing them on the board to promote good writing and reading habits.

Diana Johnson
Cherokee High School

I purchased flash cards of brief forms for my students with the understanding that they could carry the cards with them and look at them when they had a few moments. As a result of the students' having the cards with them, students not in shorthand but in my other classes come in and see shorthand on the board and identify some of the outlines.

Larry Warren
Haileyville High School

Have the students prepare in their own handwriting a 3" x 5" card for each brief form or speedform with the transcript on back. Have the students do this for all the brief forms or speedforms.

Zelma Faulkner
Central State University

Homework

After the first two lessons, write a lesson every day that school is in session, even though class is missed. There is never a question about what the assignment is. Assign no homework the last week on this schedule.

Kathleen Lambert
Elgin High School

I purchased four sets of relatively inexpensive 45-rpm records that contain business letters dictated at various shorthand speeds. The dictation speeds range from forty words per minute to eighty words per minute. I check out these records to my slower students so that they can practice their dictation at home. The students seem to enjoy doing this, and it seems to be beneficial to them.

Jeanie Nichols
Watts High School

Stress the following areas:

1. Set a reading goal for some part of each lesson. Give the students a time goal or let them figure their word-a-minute rate. This can be a very popular activity for students early in the year. An activity of this type is self-motivational, involving competition to encourage personal improvement.

2. Write from the transcript of the shorthand text. Rather than having students only copy plate notes for homework, assign a part of each lesson to be recorded from the printed key. This will stress the importance of "thinking " shorthand outlines.

3. Vary the shorthand homework assignment often. Some teachers offer a different assignment each day, while some assign a specific homework pattern for a week of lessons. Do not fall into the boring habit of "write the lesson twice."

4. Homework should not always come from the textbook. Include reading and writing activities from other sources, such as newspapers, magazine articles, ditto copies, musical records, tape recordings, etc. Even have students create shorthand word lists (favorite foods, cities, birds, animals, colors, etc.) to use on the chalkboard for extra drills. Let students research famous quotes to put on the board.

5. Try to keep outside classwork to thirty minutes. Do most of the reading part of the homework assignment in class before the students leave the classroom. This reading will help ensure that students read the lesson before starting to write the material.

M. M. Pate
South-Western Publishing Company

Some of the various methods of homework practice are as follows:

1. Skip-a-line Method

   a. Student skips two lines in the steno notebook as he/she writes the lesson the first time from the text.

   b. Student goes back and dictates to himself/herself as he/she writes the material the second and third times on the lines left blank. Student dictates by reading the first copy he/she made in his/her notebook rather than reading from the text again.

c. Student can set a goal for writing the plate material the second and third times. If he/she wants to write a letter of eighty words at a rate of eighty words a minute, he/she should try to dictate it to himself/herself in one minute.

2. Transcription Homework Method

a. Ask students to transcribe the shorthand plates in double-spaced form. Make a carbon copy. Do this transcription activity in class; have students take one copy to do for homework.

b. Use the carbon copy in class the following day to test the effectiveness of having done the homework assignment.

3. Left-side Method

a. Use only the left side of the steno notebook to write the first copy of a paragraph or letter.

b. Rather than using the textbook, write the second copy on the right side of the notebook, using the shorthand transcript or key. Compare accuracy of the right side with that of the left side.

c. A variation of this method is to write the second copy (right side) using the notes already recorded on the left side. This encourages the student to write accurate outlines and really think through the strokes that make up a particular outline.

4. Self-dictation Method

a. Students must be trained to think shorthand rather than copy outlines from textbook notes. Have students read a "thought phrase" out of the text and retain it in their mind.

b. Dictate aloud the thought phrase three times, writing the phrase as it is dictated. Each time, dictate the phrase aloud with a quick pace.

Example: Students read "Few people feel" and then dictate aloud "Few people feel" three times, writing it as it is dictated. Then students glance at the shorthand plates to determine that the next phrase is "his side will lose." Have students write the phrase three times, saying it each time without looking at the textbook.

c. Practice this method in class several times before assigning it for a homework pattern. Train students to self-dictate at a quick pace to encourage fast writing.

M. M. Pate
South-Western Publishing Company

Dictation

Try at intervals to acquaint your students with dictation procedures. When students learn to dictate words, phrases, thoughts, and sentences, they will also learn to listen for this when taking dictation later. Introduce the stop watch and your marked copy, and allow each student to "be the teacher" for a short letter.

Jerrye Jennings
Washington High School

Dictate one-minute speed drills at varying speeds; then slow down to the speed at which students are able to work. Let the students dictate to each other. Spot-check transcription reading by dictating a letter. Then read a selected sentence and ask a student to read the following sentence.

Linda Janes
Collinsville High School

To build speed, dictate a letter at a high rate of speed while students "trace" over the outline in the shorthand textbook; then dictate the letter at a slightly lower rate while students "scribble write" (write in one place in the shorthand notebook while keeping eyes on shorthand text). Then dictate the letter at the goal rate while students take dictation as usual.

Evelyn Thiessen
Yukon High School

Dry pen method of taking dictation. The shorthand students said there was not a chance of their writing at speeds of seventy, eighty, and ninety words per minute. To prove to them that they could, I had them put the caps on their pens, look at the letter in their shorthand textbook, and write in one spot on their paper (the ink is not used--only the motion of the pen). The students were amazed that they were able to write each shorthand outline at high speeds.

Mary Lou Fath
Blackwell High School

To build writing skills and loosen cramped fingers, have students write on top of notes of daily assignments as you dictate at a higher rate than most students are capable of taking without the notes. You could have two dictations over the same notes, the second at a higher rate than the first. Tell the students that the only aim is for them to keep up with dictation--to write fast enough to complete all materials dictated.

Use dictation machines for make-up dictation tests. If a student is absent on test day, record the test as dictated in class. Then have the student take the make-up test from tape.

Mildred Winingham
Pauls Valley High School

The idea is to increase speed on normal dictation practice and still stay within certain speed ranges for the average student. The object is to dictate practice material at the rate of one hundred words per minute, but pause until the eighty-word-per-minute time. Stress the need for students to strive to maintain the rate of one hundred words per minute so that they are waiting for you when you take up the dictation again in the next quarter. This can be lowered to their rates of speed (sixty to eighty words per minute). It gives practice to those students who have no difficulty at eighty words per minute but who need to be practicing at ninety to a hundred words per minute. Those students who cannot get eighty words per minute but who need this practice are not left out. (This is not my original idea; I read it in South-Western Balance Sheet or Typewriting News.)

Sharon Sneed
Tishomingo High School

To build confidence in shorthand, I like to use wax paper over the plates in the students' books. As I dictate, the students write over the outline in the book but on the wax paper. When the students close their books, they "know" how to write all the outlines in the letter I am dictating. This method has been extremely successful in my classes.

Mary Hiatt
Union High School

Give high-speed spurt dictation of one-minute, two-minute, and three-minute takes; but never mention the speed at which the takes are being given. Emphasize how easily each is achieved.

After spurt dictation is given, ask students to transcribe at least two of the three takes dictated. Students may show some discouragement, but stress the necessity that they should try to transcribe as much as possible of two takes. Ask students to grade their takes, counting all errors.

After all work is turned in and you have quickly glanced over it, praise the students highly for their efforts and then surprise them by announcing the high speeds of dictation given. This has proved to be an incentive to work for high speed in Shorthand II.

LaVerne Burt
Sooner High School (Bartlesville)

On the days I dictate mailable letters, I ask the students to write in shorthand a sentence using a particular comma that has been studied. I then ask a few students to read back what they have written, and I write at least one of the sentences on the board in shorthand so that they will know whether they have written the outlines correctly. I dictate that same sentence to the class for practice a couple of times and ask the students to type from their notes at the top of the page. This method helps the students learn how to use the comma in mailable letters.

Melba Hinchey
Guymon High School

Start giving practice dictation from ABC's of Dictation, a dictation booklet available from University Book Store, University of Utah, 240 South 15 East, Salt Lake City, Utah 84112.

Never speak of dictation as a test; instead, stress that it is a "chance to pass." Give the first "chance to pass" midway in the test. Dictation is given at twenty, thirty, forty, and fifty words per minute. Allow students to transcribe either in longhand or at the typewriter. Accept cross-outs.

Keep a wall chart or bulletin board to show students' progress in dictation. This is very important for motivation.

During the second half of the second quarter, start grading students on dictation tests. Up to that time, the students are merely practicing even though a record is kept of their accomplishments. At this time, you might start using a slightly more difficult dictation text.

In grading, always tell the students the minimum grade for a "C." Leave the top end of the scale open.

Arch Oetken
Omaha, Nebraska

Dictate one or two sentences for thirty seconds or less at increased speeds beginning at fifty or sixty words per minute and going all the way up to 140 or 150 words per minute. This is to illustrate the fact that the students' hands can move 150 words per minute if they have learned the words they are writing so that they do not have to think about each word, but just write it automatically. The students have a feeling of accomplishment even if the dictation is just for a few seconds.

Ruth Ford
South Oklahoam City Junior College

When giving dictation, the teacher may give the students an idea of what to expect in office dictation by using diversions such as those a secretary may encounter. For example, dictate while pacing around the room, dictate unevenly, make changes in dictation, or compose as dictating. Also, it is important to teach the students how to politely interrupt the dictator if he/she is going too fast and how to indicate in their notes the changes that the dictator makes.

Oklahoma Educator

Here is a quick tip about official dictation takes. When dictation rates spread from fifty to ninety words per minute, give two takes one day and the other takes on another day. On Tuesday you might give official takes for your sixty- and seventy-word-per-minute writers; on Thursday you test eighty- and ninety-word-per-minute writers. While one group is transcribing their official takes, you can work with the others on speed building. From my own experience, it is very hard to dictate official takes at four speeds in one class period, so try them on different days.

C-21 Shorthand News Notes

Let students choose letter speed from three different speeds, such as eighty, seventy, and sixty words per minute. The eighty-word-per-minute letter would be the only letter in which a student could get an "A," so I call it the "A Letter," and so on. Using the scale 93-100, 86-92, 77-85, and 70-76, the students choosing the seventy-word-per-minute letter and making no errors could get a maximum score of 92. I feel this method builds confidence in the students' skills. The letters are a greater challenge and make the students feel less nervous.

David Nollenberger
Medford High School

After dictating a letter in class, have the students put their names on the shorthand notes, take up the papers, and keep them for a couple of days. Then hand the notes back and have the students transcribe from the cold notes. This is a simulation of office-style dictation wherein one takes dictation at the end of the day or on Friday afternoon and does not get a chance to transcribe it until the following day or following Monday morning.

Ruth Ford
South Oklahoma City Junior College

When you have wide speed ranges, have the faster students write in double thought phrases. As you dictate to the slow students, the fast writers will try to write each thought phrase two times, while the slow ones write it once.

Zelma Faulkner
Central State University

If you have students who have extreme difficulty during timed dictation, try dictation without their being aware of their being timed. If they do well, grade the work.

Ruth Ford
South Oklahoma City Junior College

Games

Shorthand Bowling. Each student is given a bowling score sheet and a sheet with one hundred squares--ten squares across and ten squares down. Ten words demonstrating a single theory principle are dictated, and the students write them in the squares in the first column of the "square" sheet. Those ten outlines are checked immediately, using a transparency or the chalkboard. The students receive a point for each correct outline, and the score goes in frame 1 of the bowling score sheet. If all outlines are correct, they get a strike, and the score from the next frame is added to the ten points from the strike. Another list of ten words demonstrating another theory principle is dictated and written in the second column and scored in the same way. The game continues in this manner until all ten frames are filled. You may want to play shorthand bowling for two or three days. A prize is awarded to the student with the highest score.

C-21 Shorthand News Notes

Divide the class into two teams--A and B. Ask each student to write a proverb in longhand. Collect the proverbs from each team. Team A selects a proverb from Team B, and a student from Team A writes the proverb on the board in shorthand. If any member from Team A can read the proverb in one minute, Team A receives a point. Team B them takes a turn, using proverbs written by Team A. About twenty minutes is enough time for a game.

Suggested Teaching Approaches
Fairfax, Virginia

Password Shorthand. Divide the class into two teams. Give a word to the two leaders at the board, who must write their clue on the board in shorthand. Since students must respond immediately to the clue, it must be written so that the team can read it. It may be necessary to set a time limit for the students to write their clue on the board. If the word is guessed the first time, it is worth ten points; second clue, nine points; third clue, eight points; etc. Do this once or twice a week for ten to twenty minutes. The students look forward to Password Days.

Don Pitman
Gage High School

Occasionally, as a special incentive to students to write shorthand characters well, I use a game in which the class is divided into two sides. I prepare a "saying" on a slip of paper and hand it to each player on a team. A selected player writes the saying on the board in shorthand. The opposing team members are timed while they read it. Everyone must write a saying on the board. The team having the least time recorded at the end of the game wins.

Dorothy Bigbey
Wilson High School

As an aid in learning word families, try playing this game. Write a word beginning or ending on the chalkboard. Have students write as many words as they can in that particular family in a given length of time. The student who writes the most words accurately is the winner.

Nancy Neighbors
Choctaw High School

Prepare crossword puzzles for your students, using shorthand characters. Let students write letters on the board or make up short notes to other students and write them on the board.

Carol Atwell
Haskell High School

Spend a portion of review days (every fifth lesson) on games that require shorthand skills. Dictate words, speedforms, and phrases to opponents playing Tic-Tac-Toe. The players writing the correct outline on the notepad first may place the outline on the Tic-Tac-Toe board. Have the students check their outlines with the correct outline you write on the board or overhead transparency. Three outlines in a row wins.

This match can be played as Hangman with players alternately completing the hangman figure upon writing the correct outlines.

Judy Dobbs
Fairview High School

At the first of each class period, have each student pick up a piece of hard candy. Have four or five different colored wrappings of candy in a paper bag (red, green, yellow, etc.). During class, ask all the students with red or cherry candy to read a paragraph; then call on the purple or grape readers, etc. During the class, every student is asked to read several times, and then they can enjoy their candy at the end of class.

Maybelle O'Leary
Jefferson High School
El Paso, Texas

I use the idea of "auctioning" flash cards from the Business Education in Oklahoma Curriculum Guide. Choose teams. The first team to call out the word from the flash card "buys" it. The team that has the most cards at the end of the game is the winner. Also, I have used the idea (from the same guide) of teams writing the titles of songs in shorthand (one word on a piece of paper). The first team to unscramble the shorthand words and guess the titles of the songs is the winner.

Marilyn Coker
Perry High School

I use a variation of "Truth or Consequences" for Christmas. I write in shorthand questions concerning Christmas. The student must read the question and answer it in thirty seconds. Failing to do this, the student must pay the consequence that has been written by the students (in shorthand, of course) on another slip of paper. This is good for that day when it is hard for the students to settle down to serious work.

Students also prepare Christmas cards with a verse in shorthand.

Nadine Whitley
Sulphur High School

We have a sentence relay. One member of each team is given a sentence written in longhand. The students must write this sentence in shorthand, and another member of that team must read the sentence before the other team does. The team gets one point for each word.

LoNeal Turner
Cyril High School

We made Bingo cards of shorthand characters and used them for review on days when the students were excited (the day before Thanksgiving, Christmas, etc.).

Evelyn Troutt
Helena-Goltry High School

In early December I have each student purchase a child's Christmas storybook. The student cuts out construction paper to fit over the longhand in the book. Then the story is written in shorthand on the paper, and the construction paper is pasted over the longhand in the book. I allow a part of one class period to show the students how to get started; the rest of the work is done outside class. On an appointed day, we exchange books and read each other's stories during the class. This is a good project for December because the class has just finished learning shorthand theory. This project gives the students an opportunity to apply what they have learned and also ties in with the Christmas season. The students have fun doing this.

Linda Young
Newcastle High School

We play Shorthand Bingo to learn brief forms. The student enjoy it, and it can be used when some students are absent.

Thelma Johnson
Cordell High School

I break routine occasionally with a Shorthand Bingo game in which four different sets of cards are used. I use brief forms in lessons 1-14, 1-24, 1-33, and the states (divided into groups).

Thelma Clayton
Chandler High School

Beverly A. Jordan
Elk City High School

Let each student make a card like a Bingo card, but call it a steno card. Each student writes shorthand characters on the card. The teacher calls out the words symbolized by the shorthand characters. We play Steno Blackout by covering the entire card. This gives the students a chance to read different writing. Sometimes I let the students write shorthand from the longhand in the back of the book. In this way, the students have to study and think of the words. For the holidays, I have the students write either a poem or a story in shorthand.

LaDonna Smith
Geronimo High School

Bingo game with brief forms. There are three sets of cards available: lessons 1-14, lessons 1-24, and lessons 1-36. In order for the students to be able to play the game well, the students must be able to recognize the brief forms quickly. The students take turns bringing "treats" for prizes.

Juanita Hatfield
Pioneer Pleasant Vale School

Miscellaneous

To create interest and have something different, ask the students to write a fairy tale or a story in shorthand. Give extra points on how well they read to the class.

Oklahoma Educator

When we are practicing shorthand, we spot-write it. That means that we keep our eyes on the shorthand plates in the book and do not look at the spot where we are writing. When the students practice writing quickly, it discourages "drawing" characters.

Kate Messer
Rattan High School

I use the following ideas in my classes. At Halloween or any other holiday, I give words for the students to write in shorthand that pertain to the holiday. To break the monotony of regular classroom work, I have the students play "Name That Tune." One student will go to the board and write the name of a song, and the other students will name the song.

Kay Schwartz
Reydon High School

In shorthand, I believe in changing the pace every day as much as possible. Even though some activities must be routine in order to learn a skill, interest is maintained through diversion such as a shorthand chalkboard ball game (winners get to chew bubble gum), a bulletin board demonstrating each student's progress in taking dictation, reading "stories" written in shorthand, working crossword puzzles in shorthand, taking dictation from popular music, etc.

Jane Doyle
Stilwell High School

The following are some motivational techniques for building skills in dictation and transcription:

1. To encourage more general use of shorthand, give extra credit for work done outside of class.
2. Dictate a routine letter, have students transcribe it, and mail the best letter.
3. Have students bring in letters or other materials that they would like to share with class members. Dictate the students' materials.
4. Take students on a field trip to a business office and let them see how shorthand is actually used by a stenographer.
5. Start dictation as soon as possible to get the students used to it.
6. Allow students to participate in awards programs for which they can receive pins, charms, and certificates.
7. Use bulletin boards to show progress in dictation and transcription. For example, during February, use large hearts to illustrate various rates of speed--sixty, seventy, and eighty words per minute. Use little hearts for each student as he/she passes a certain speed. Classes can compete against one another with different colored hearts.
8. Liberally preview new-matter dictation.

9. Dictate with expression and in a pleasant tone of voice.

10. Have students transcribe from text as soon as possible.

11. Review everything you can think of from the year before. Students seem to forget a great deal they learned in the first year.

12. Do not always check homework by having students turn it in to you. Instead, give quizzes by having the students answer questions from notes, fill in blanks, transcribe, or read from notes for a grade.

Suggested Teaching Approaches
Mount Vernon High School
Fairfax, Virginia

I use a set of tapes that follow the book for learners and present new material for the skilled. These tapes are kept in the college library, and the students have access to them. The students spend a required amount of time each week using the tapes, and they are good in the classroom occasionally, too. Using them gives the students a chance to take dictation from someone other than the teacher.

Judy Wood
Sayre Junior College

Occasionally, use Student's Longhand Transcript to write the day's lesson in shorthand. Students are more likely to remember the new or unfamiliar forms.

Ruth Moore
Blanchard High School

I find it helpful and enjoyable for both my students and myself to have different characters for different types of businesses, including the military services, e.g., I have sheets of words used frequently by the Army and Navy. This is something different to give the students. The students may never use the words again, but at least they have experienced a different situation. Letters could be made up using these words, or just the words themselves could be studied. Businesses might be glad to lend you correspondence so that you could make up lists for various types of businesses.

Debbie Cowan
Paoli High School

I write slogans or short messages in shorthand on the chalkboard. This helps the students to "think shorthand" before the class activities actually begin. It also creates interest in students who have not enrolled in shorthand but who are in other business classes.

Nadine Whitley
Sulphur High School

Lock-step all students for only the first five lessons. From lesson 6 to lesson 13, have students read from the text to pass from lesson to lesson. Students may read alone or in small groups. At lesson 14, have students switch to reading from their homework pads. A good comfortable reading speed is considered passing. From lesson 20 to lesson 70, the students transcribe from their pads. Have the students pick one letter and transcribe as much as possible in three minutes. The students may transcribe in longhand or at the typewriter. Those who type should be given an extra minute or so to proofread. Errors may be corrected with pen or pencil, and cross-outs are allowed. The error limit is set at five uncorrected errors. If more than five errors are found in the transcript, that lesson must be repeated the next day. As the semester progresses, urge more and more students to transcribe at the typewriter.

Arch Oetken
Omaha, Nebraska

Either use the tests from the workbook that is available with the text or make up your own punctuation tests. You might simply dictate simple sentences and have students punctuate them. Grade punctuation tests as you see fit. Always stress the reasons behind good punctuation.

Arch Oetken
Omaha, Nebraska

Let students exchange transcription papers to proofread each other's work.

Ruth Ford
South Oklahoma City Junior College

Use a familiar sentence such as the typing warm-up sentence "Now is the time for all good men to come to the aid of the party." Dictate the sentence at increasing speeds or let each student dictate to himself/herself and write as many times as he/she can in thirty seconds, twenty seconds, or whatever time limit you choose. Ask for a show of hands of students who had an added word or more on each repetition.

Zelma Faulkner
Central State University

Give awards for various levels of achievement (certificates, pins, billfold-size cards, etc.). Certificates and cards are free from publishing companies, and the pins are inexpensive.

Find out from local business people and firms what their requirements are for secretaries at various pay levels. Find out how much emphasis is placed on shorthand and what is the difference in pay and job status for persons at various skill levels.

Hope Woffard
Copan High School

Use the typewriter to mark the number of words in new material. If you set the typewriter for twenty-eight spaces and strike the space bar once for each syllable, the machine will stop at twenty standard words. At that point, put a superior number, return, and start the next twenty-eight syllables or twenty standard words. This is easier than manually counting the words.

Zelma Faulkner
Central State University

Here are Dr. Irol Balsley's directions for counting copy for dictation purposes:

1. A "standard" word for shorthand dictation consists of 1.4 syllables. A group of twenty "standard" words equals twenty-eight syllables. To prepare a copy, count twenty-eight syllables to form a twenty-word group and mark this group with a superior number. The second group of twenty-eight syllables should also be marked with a superior number. Continue through the copy until all copy is counted in syllables.

2. Since the twenty-eighth syllable does not always fall at the end of a word, the easiest procedure for counting materials is to type the copy in syllables: I am go-ing to see the gov-er-nor. An inexperienced counter should refer to a dictionary; often pronunciation does not reveal the syllables.

3. Dates should be syllabicated into words: Feb-ru-ar-y twen-ty sev-en.

4. Amounts should be syllabicated into words: for-ty pounds, twen-ty-six thou-sand dol-lars, sev-en-ty cents, etc.

5. Years are syllabicated as spoken: nine-teen hun-dred sev-en-ty-nine <u>IS NOT</u> the way it is spoken; it should read, nine-teen sev-en-ty nine.

6. Do not cound "ed" as a syllable if it is not sounded: e-quipped = two syllables, ed-it-ed = three syllables.

7. Paragraphs are dictated, but the syllables in the word "paragraph" are not counted in the twenty-eight-syllable count.

8. For decimals, you count: dec-i-mal ze-ro one four six = .0146.

9. For fractions, you count: two and one half = 2 1/2.

10. If the twenty-eighth syllable comes within a word, the superior figure is placed at either end of the word or the end of the preceding word, whichever is the closer. No matter where the superior figure is placed, the syllable counting for the next twenty word group begins with the syllable immediately after the twenty-eighth one--not the first syllable after the superior figure. This problem may be particularly troublesome when the twenty-eighth syllable falls within a large figure: . . . we had twen-ty-six thou-sand dol-lars to do-nate. . . .

twenty-eighth syllable

It would be marked: we had $\$26,000^{4}$ to do-nate. . . . (Counting would be resumed with the syllable "-sand"--not with the "to.")

In shorthand, I use the Individual Progress Method. Each student is allowed to progress at his/her own rate. Each lesson is taped. Listening stations are set up to handle from one to eight students. Any student who can progress at a faster rate than the average student should be allowed to do so.

Minimum standards are set by the teacher. A test schedule, grading scale, etc., are given to the students at the beginning of the class so that they know exactly what is expected of them. The students seem to like this method.

Glenda Taylor
Caddo-Kiowa AVTS

Give each student a blank map of the United States with the state boundaries indicated. Have your students fill in the two-letter state abbreviation in shorthand for each state. Not only do your students get a chance to practice shorthand, but they can also improve their knowledge of geography!

Karen Allen
Sammye E. Coan Middle School
Atlanta, Georgia

Several of you have suggested to me that more teachers should use their stop watches for every class activity. "Do not just pick up your stop watch to dictate." Set reading goals for the class by saying, "Let us read paragraph 4 in thirty seconds. There are fifty words in paragraph 4, and we should be able to read it at 100 words a minute after a few tries." Another suggestion was to challenge Row 1 to read paragraph 8 together, and to record the time on the chalkboard. Another row might read the same paragraph, trying to improve the time. At the end of the activity, the class can record the best time for reading that paragaraph. Practice this activity Monday through Thursday, and you will be surprised at the increase in reading rates in just one week.

A Texas teacher tells us that she encourages fast writing in class by using the stop watch. Do not just say, "Write paragraph 3." Rather, say, "Take two minutes to write paragraph 3." See how fast the students get busy. Walk around the room with your stop watch to let them know you are timing even though you are not dictating.

C-21 Shorthand News Notes

Stuart has a very small school; therefore, our class offerings are limited. In order to offer both Shorthand I and Shorthand II, they had to be offered at the same hour in the same classroom. At the beginning of the year, I was very apprehensive; but I found it to be very successful. The situation served as a review of basic symbols and rules for Shorthand II students and provided individualized help to Shorthand I students. This situation also served as an aid in dictation, since dictation given at speeds at which Shorthand I students were competent served as punctuation, spelling, and accuracy practice for Shorthand II students. Shorthand II dictation served as a speed builder for Shorthand I students.

Paula Crawford
Stuart High School

I have found that the standardized shorthand tests are very good. These tests cover each chapter and include a semester test, a final brief form test, and a comprehensive theory test.

I try to keep something interesting on the bulletin board to motivate my students. Some examples are as follows: the names of the students written in shorthand, quotable quotes, cartoons, a Thanksgiving poem, or a Christmas story.

In second-semester shorthand, I present a plan of progress to the students that establishes goals for the semester. The plan consists of a series of short tests, progressing to three-minute tests. By using this method, each student has a goal that can be met each week. An example of a weekly schedule would be: Monday--one-minute letters; Tuesday--dictate and transcribe letters; Wednesday--use record player to build speed; Thursday--build speed by dictating three-minute letters; Friday--testing.

I use supplementary books. These books are great for new-material dictation. Each of the letters has a preview.

Linda Henderson
Stigler High School

A special contest can be held to select the best shorthand writers at the end of the school year. Involve business people, other teachers, and administrators in judging the contest. The best shorthand writers receive their awards after they take dictation and transcribe a letter. This is motivation to achieve high standards.

Oklahoma Educator

Variations for practicing shorthand are as follows:

Whole sentence copy method. Read a sentence, then write the sentence from memory; continue until the paragraph is completed; repeat, trying to write more rapidly on each writing.

Timed copy method. Use timing record, stop watch, or clock.

Sentence repetitive method. Write the sentence three times, each time getting faster until the notes show pressure by becoming unreadable.

Tracing method. Copy the paragraph; then dry-pen and read the notes several times until reading from notes is as fast as from print.

Scribble writing. Read a paragraph until reading is fluent, then self-dictate at a normal reading rate, keeping eyes on the plate while reading and writing rapidly--then return to controlled writing.

Self-dictation method. Repetitively practice a phrase, clause, or whole sentence until it is possible to keep up with the normal speaking voice.

Oklahoma Educator

To help shorthand students retain content, dictate this exercise: Dear Miss Smith: I am sorry, but your services with the Zing Company will be terminated at the close of the business day on Friday, January 31, 19--. You will remember that you were employed for a probationary period of six months. (Paragraph) Your attendance record indicates that you have been absent for seven days. A major cause of concern for us is that four of those absences occurred on Monday. (Paragraph) Your supervisor's evaluation of your work indicates that although you can take dictation rapidly, your transcription leaves much to be desired. Assuming responsibility for the quality of your work, including spelling, punctuation, and sentence structure, is essential in our company. (Paragraph) I hope that this exercise will be beneficial to you and that you will find employment in some other field that appeals to you. Cordially yours.

Ask the students the following questions about the content of the letter. (1) How long was the probationary period? (2) What were the reasons for dismissal? (3) How many absences did Miss Smith have?

Oklahoma Educator

Shorthand pen pals help students put their skills to personal use. Have the students exchange letters with students from other schools. The students will encounter the writing of familiar words in shorthand; they learn that others can read what they write, and they learn that they can read the shorthand of others. This is good reading and writing practice.

Oklahoma Educator

This is an easy review method for speedforms. After completing all speedform lessons, ask the students to go back to the start of the textbook and review the speedforms in three-lesson segments. Give a short quiz over the speedforms from lessons 1, 2, and 3, while class time is being spent on lesson 40 or so. The next quiz will cover speedforms in lessons 4, 6, and 7. In this way, all speedforms can be reviewed in a logical sequence.

Anna Weybrew
Raton High School
Raton, New Mexico

For a change of pace in shorthand class, I use the record "White Christmas" as Christmas vacation nears. The students enjoy taking dictation to this, and the speed is not so fast that it loses the slower students. It also helps the students to write more freely by easing the tension. I have tried other records, but most of them are too fast for this purpose. Sometimes I take dictation with the students from tapes or records, and this encourages them to try harder. The students like to see a teacher work with them occasionally.

Yonzell Vogt
Washita Heights High School
Corn, Oklahoma

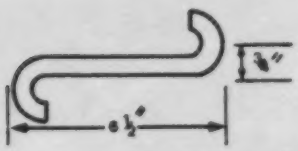
Teaching the shorthand alphabet through personal names. After most of the shorthand alphabet has been learned, a very interesting and personal test of the beginning shorthand student's ability to recognize and recall what has been learned is to write each student's name in shorthand on the chalkboard before class. The roll is checked by having the student go to the board and draw a circle around his/her name.

It is interesting to observe the students as they try to determine where their names appear. From this point on, the students may be asked to write their names in shorthand on all shorthand homework or papers submitted to the teacher.

DeRutha Richardson
Muskogee High School

To encourage proofreading, post on the bulletin board examples of actual letters containing uncorrected errors. Ask the students to find all the errors and discuss them.

If you have troublesome electric cords, a solution is to have your school's wood shop prepare "S" cord winders for you from scrap pieces of wood. I have found the overall length of 6 1/2 inches to be satisfactory. Be sure the slots in the ends are cut rather small. Wrap the cord around the middle area and then pull the cord taut into the slots on each end.



Betty Jacobs
Crescent High School

I have a mailable letter chart that I use during second semester. Dictation is started at forty words per minute, and each student must transcribe two letters at each take. The letter must be mailable before credit is given. I assign a certain number of letters at each speed before students are allowed to go to a higher speed. The students may increase their speeds as high as they can. The students' grades at the end of each nine weeks are based on the number of letters they are able to transcribe. I use a chart with stars to show each student's progress. I have found this very motivating, and the students expect it when they come into my class. This is only one part of the student's grade.

Nettie A. Cornelison
Carnegie High School

Students should be responsible for their shorthand homework at all times. The students should keep a homework notebook for at least the full grading period.

The teacher announces the textbook lesson number and the number of the letter or article, and the student begins transcribing with the next word when oral reading is discontinued. If the reading is stopped at the end of a letter, etc., have students begin transcribing the next letter. (Published in the Business Teacher magazine.)

Christina Hunter
Henryetta High School

In the second semester of shorthand, the warm-up phrase letter can be used the first five minutes of the period each day on a progressive scale. The first day, begin dictating at a rate every student can take; then dictate twice more, increasing the rate by ten words each take. The following day, increase the first take ten words above the previous day's beginning rate and add ten words each take. For example, begin at sixty, seventy, and eighty words per minute; the next day use seventy, eighty and ninety words per minute; by the end of the week, the range of speed is from seventy to one hundred twenty words per minute. Using this method, everyone has pushed for a speed with a minimum of time spent at any rate.

Erma Thomas
Durant High School

To help promote transcription, set up a company from the steno pool to work for the boss. Each time mailable transcripts are given, the number of mailable copies will determine who becomes a student supervisor. This also helps to evaluate a student's progress. The student can relate to the real world and see how his/her work rates with that of the rest of the class.

Carolyn Garms
Dover High School

It is not necessary to buy new sets of dictation tapes when you change to a new edition of first-semester shorthand textbooks. When we changed texts several years ago we bought thirty copies of the discarded textbook, bored a hole in each, and tied one to each desk. Our hundreds of dollars' worth of tapes, which match the Diamond Jubilee series (1963 copyright) are still in use and have saved us a great deal of money for other needed equipment.

Duplicate the preview words to use with dictation tapes, each speed on a different color of paper. We duplicated the preview words to use with the Series E, Gregg Dictation Tapes, Shorthand Speed Development. Each speed has five tapes, so there are ten preview sheets on the color, labeled to match the tape. The teacher can see at a glance what speed the student is working on by the color of the paper being used.

It is nice to have taught shorthand many years because I can appreciate dictating machines, earphones, electric typewriters, and overhead projectors so very much. Also, I am grateful to other business teachers for their good ideas.

Merle Johnson Mullen
Sapulpa High School

Use actual business letters. Grade the students on mailable letters produced.

Dorothy Coble
Tecumseh High School

Each day at the beginning of a new class session, I place on the board outlines in shorthand that give the students a thought for the day, catchy headlines, and sometimes a joke. This is highly motivating to the students. Each student always wants to be the first to figure out the thought, etc. As students enter the room, they immediately begin to think shorthand.

Sandra Chesnut
Cache High School

We offer only first-year shorthand in our school. I let all students who are capable and interested do not only three minutes at eighty words per minute, but also three minutes at one hundred words per minute and three minutes at one hundred twenty words per minute. It is their choice. The first year, I expect the students to achieve three minutes at eighty words per minute with no more than three or four errors for an "A."

Dottie Cunningham
Checotah High School

When there is a group of brief forms that the students are having difficulty learning, I instruct them to fold a sheet of paper as they would to make a fan. On the first fold, the students copy the brief forms out of the book. On the next fold, across from the brief forms, the students write the longhand. On the third fold, the students write the shorthand. The second fold is visible, but the first fold is folded back. This process is continued until every fold is used.

Elain Coram
Arnett High School

In shorthand, the students and teachers are always looking for methods to increase their speed. I use this method: Shorthand notebooks are divided into halves, which causes the students to raise their hands as they glide across the page to the center line. A few minutes can be gained by dividing the paper into fourths instead of halves. This lets the hand fall downward without the motion of lifting the hand across the page.

RozAn Frazier
Byng High School

Toward the end of the first semester of my shorthand class, I ask the students to use the classified section of a metropolitan newspaper to find a job they would like and for which they feel they are qualified. The students write a letter of application. Quite often, the students find they are not preparing themselves for the business world, and their attitutde changes during the second semester. Some students change to an entirely new area of job preparation, while others realize the importance of basic skills. A few students want to continue reading the want ads to see what they can do after high school with no more formal education. This is one of the best motivational devices I have found.

Patricia Washington
Henryetta High School

I use popular music to begin class instead of business-letter records. I found this idea in the Balance Sheet.

Leslie Lindeman
Pocola High School

Set individual goals for students after they have reached a particular level. After the students can pass so many "takes" at a particular level during a nine-week period, give an "A." Set a new goal for "A," "B," "C," and "D" grades the next nine weeks. Slower students have a much better opportunity, and the more-skilled students are not bored.

Suggested Teaching Approaches
Fort Hunt High School
Fairfax, Virginia

The students exchange their dictation notes and transcribe them. This is to encourage the students to take better notes so that others can read them. If they were working in an office and became ill, for example, someone else could transcribe their letters.

Allyne Lucas
Tonkawa High School

To begin dictating from new material as soon as the "theory" lessons have been completed, I give dictation at forty, fifty, and sixty words per minute (one day a week at least). Every student is to try to take all speeds and transcribe the one he/she feels is the best. To eliminate tension over grades during this semester, class participation counts a certain percentage of the total grade for the semester.

I have really pushed my shorthand students hard in getting through material. The students have complained, but last week they asked me whether they could finish the first book, take the semester test before Christmas, and take the second-semester book home over the holidays.

I have set aside one day a week for "group" day. The class is divided into groups of four and five students. I recommend work for part of the hour, and the students decide on the work to cover. By reading, dictating vocabulary, etc., the students seem to gain confidence, because each student realizes that the problems encountered are not unique but are shared with everyone else. I "roam" and assist groups when asked or when the opportunity arises.

Betty Rogers
Noble High School

I make cassette tapes for each lesson. The students may use them in the classroom or take them home. I also include hints and items I want the students to master, such as dating pages. Most students have cassettes at home and can use them to practice shorthand. The tapes are a good method of review for students who miss class.

Lynda Johnson
Mooreland High School

When students have difficulty in writing new words or familiar ones under stress of dictation, I take time to sound out the words phonetically and write them on the chalkboard. For example, using the word "blackboard," I sound "blakbord," then I write it slowly in shorthand characters. This method seems to help less-skilled students, and they are less inclined to memorize lists.

Betty Jo Rogers
Gray High School
Idabel, Oklahoma

Take a letter from a lesson. Ask students to write the alphabet, then write in shorthand words from the letter for each letter of the alphabet.

Sue Landtroop
Yuba High School

Bulletin Boards

Have a picture of Little Ms. Muffet sitting on her tuffet with the caption "Little Ms. Muffet has to sit on her tuffet because she has no skills."

Have a witch standing beside a big black pot with bubbles; write a slogan in shorthand, such as "Attitudes Are Infectious--Are Yours Worth Catching?" For the title on the bulletin board, write: CAN YOU READ THE BREW?

Brenda Cox
Braman High School

Make a large Christmas tree of paper for each class participating in this game. Make stars, bells, round ornaments, etc., for decorations of various shapes. Each shape is to represent a different level of proficiency or speed attained. Let the classes compete with each other to see which can best decorate their tree by attaining the goals required to obtain the decorations. Let each student put his/her own decoration on the tree with pins, glue, etc., each time one is earned.

Jane McCoy
Moore High School

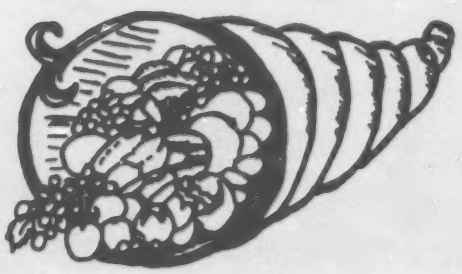
Make a Christmas tree that indicates varying levels of speed achievement. Let the students form their names from colored pipe cleaners and hang them on the tree at the level of their accomplishment.

Zelma Faulkner
Central State University

To create interest, I draw on large poster board cartoons for the bulletin board, and I write the captions for the cartoons in shorthand. This creates interest not only within the shorthand class, as the shorthand students are the only ones who can read the cartoons, but also outside the class, as I notice students asking the shorthand students what the cartoons say. The bulletin-board display develops interest and motivates the students in all classes that come into my room.

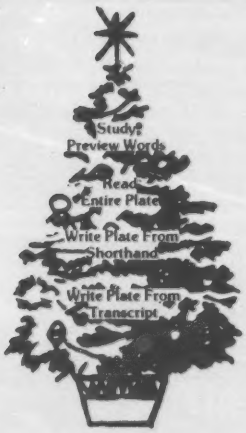
Carol Rhoton
Keyes High School

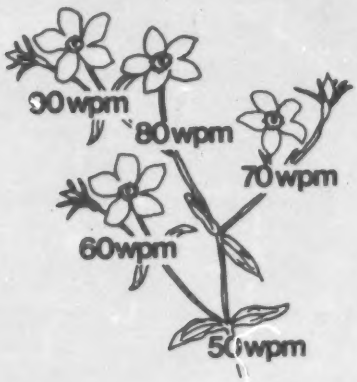
October. For this month, try designing a friendly little witch complete with pot. It is usually easier to work with felt rather than paper. The steam from her pot could be represented by lists of words stressing the theory that is being covered in class each week. Title: Stir Together a Strong Shorthand Vocabulary.



November. This is a colorful bulletin board encouraging high reading rates. A horn-of-plenty filled with fruit made of bright colors will brighten any room and draw attention. Each fruit could represent a different reading rate. For example, 100 words a minute could be placed on the pumpkin with the names of the students who have reached that level. Title: Plan for a Plentiful Reading Harvest.

December. This is an easy bulletin board to prepare and will give your students an outline to follow while completing their homework assignments. Emphasize to your students the importance of good homework habits by using the four parts of the Christmas tree. Title: Nurture a Solid Homework Study Plan.





Watch Your Shorthand Garden Grow. Make a bright-colored flower for each student in shorthand class. Display on the bulletin board flower stems that indicate various speeds. As each student attains a certain reading rate or dictation speed, let him/her place a flower on the proper stem of speed.

George Doyle
Lima Senior High School
Lima, Ohio

Your Christmas Letter to Santa. Try to write the following letter in shorthand. Dictate this to your students and enjoy their faces. Then have your students write their own Christmas letter in shorthand.

Dear Santa

I am three years old. I have been a very good girl all year and have not hit my little brother. I was even good to my sister, Mary. Daddy told me that you were a very kind person and would give me some gifts. Since I have been so good, would you please bring me these things:

1. baby doll
2. candy
3. bubble bath
4. rocking chair
5. baseball bat
6. puppy dog

Thank you Santa. I love you.

Sincerely

Nancy

C-21 Shorthand News Notes

The October bulletin-board arrangement could be The Shorthand Kickoff. Show a football player kicking several footballs. On each ball write in shorthand the name of each student with the highest score made to date. The footballs bearing the highest scores would be kicked the greatest distance.

Betty Jacobs
Crescent High School

typewriting

Typewriting

Beginning Typewriting

The following are suggested approaches to use when starting a class in Typewriting I:

1. Create in the classroom a comfortable atmosphere that will be conducive to learning.
2. Maintain a positive attitude for effective student learning.
3. Motivate students with teacher expectation.
4. Build confidence by showing interest and concern.
5. Keep the class moving at a brisk, efficient pace.
6. Plan for a minimum of talking and a maximum of typing at all times.
7. Move about the classroom, observing at all times and giving individual instruction when needed.
8. Encourage learning with this cycle: teacher demonstration; student application; teacher evaluation and demonstration; student practice.
9. Discuss the objectives of the class and the need for following directions and working independently.

Oklahoma Educator

Help the students see the need of sitting back in the chair and leaning slightly forward from the hips; keeping fingers curved over the keys with wrists parallel with the slope of the keyboard; keeping elbows close to the sides; keeping both feet flat on the floor; positioning the typewriter even with the front edge of the desk; and sitting 5-8 inches from the machine with the body in line with the "j" key.

Business Education in Oklahoma

The following guidelines can be used for a first day of typewriting class:

1. Make necessary machine adjustments before students enter the room.
2. Demonstrate correct techniques and procedures.
3. Present the parts of the machine only as they are needed.
4. Demonstrate and drill on paper insertion.
5. Capitalize on the student's desire to type.

Donald E. English
East Texas State University
Commerce, Texas

After the first day in class, write a drill on the board for students to begin typing after the bell rings. After presentation of the keyboard has been completed, spend two days reviewing it. On the day of dismissal before a holiday, have typewriting games and designs.

Rubye Tollison
Pauls Valley High School

If you are having trouble getting your students to settle down and get ready to type, try this. Place a conditioning practice assignment (39-A, two times) on the chalkboard. Instruct the students to start typing as soon as they can get their paper into the typewriter. Grade according to the number of lines typed correctly in a given time; for example, twelve lines = A, ten lines = B, eight lines = C, six lines = D.

Oklahoma Educator

At the first of the year when we are learning the keyboard, I sometimes dictate at random the keys we have learned. I dictate them once while the students look somewhere other than at their hands or keyboard chart and once while they look at the chart at the front of the room.

Terri Breitling
Newcastle High School

During the early weeks of typewriting when I am not grading papers for errors or speed, I give points each day for left margins set correctly, bringing a pencil to class, being ready to type or typing when the second bell has rung to begin class, keeping eyes on book, keeping feet flat on floor, etc.

Melba Hinchey
Guymon High School

As soon as the keyboard is taught, I ask my students to type their names several times. Some students have never tried this before. After this, the students always type their names at the top of papers handed in to me.

Also, typing the alphabet is good practice for warm-ups.

Juanita Kelton
Prague High School

Eyes on Copy

If students will not keep their eyes on the copy, take a sheet of typing paper and tape it onto the typewriter so that it will cover their hands. Take the ribbon out of the typewriter and use carbon paper. The students will not be able to look at the keys or the type until they are through typing.

Al Peacock
Mounds High School

It seemed that I always had trouble with "key peekers" in my beginning typewriting class until I devised a bib that attached to the typewriter with masking tape and tied around the student's neck, completely covering the keyboard and the hands. We use this from the very first day of class until the entire keyboard has been mastered. The students never form the habit of looking at the keys; therefore, they never have to break the habit. I might add that my school has all IBM Selectric typewriters, and this bib might not work as well with other types of machines. I have used this technique for several years, and it works for me.

Leah Layman
Midway High School

Use an overhead projector to help students develop "eyes on copy" technique. This makes it very easy for you to identify students who need your help.

Suggested Teaching Approaches
Fairfax, Virginia

Peeker Tag in Typewriting. Students are assigned a group of lines to type during the time the game is played. To start, the teacher is "It" and walks around the room trying to spy someone "peeking" at his/her hands. The person caught becomes "It" and tries to find someone else looking at his/her hands. The game is appropriate during the third or fourth [illegible] of school.

Suggested Teaching Approaches
Fairfax High School
Fairfax, Virginia

Having a student do finger motions while you call the keys helps the student associate what keys are struck by which fingers. This method is helpful for students who watch the keyboard.

Donnis Lang
Hillsdale Middle School (North Enid)

I use the EDL machine projector that can be set for 4 wpm, 16 wpm, etc. This machine presents the line at a set pace for the student. With the lights off, the students cannot watch their hands.

Janet Peery
Shawnee High School

Warm-ups

To begin class, I have the conditioning practice assignment on the board. The students start to work when they come in and do not wait to be called down or to find out what the day's assignment is.

Juanita Hancock
Clinton High School

At the beginning of each typewriting class, an assignment is put on the board for warm-up. This usually includes the conditioning practice plus a number drill of the same nature. The students are allowed five minutes of class time for this assignment. The students are then asked to proofread carefully and put a check mark by each line that is free of errors. Papers are collected every hour, and a list is kept each nine-week period of how many perfect sentences the student has typed. Each nine weeks the student receives a grade for these sentences. Some rules must be followed; for example, each line must by typed three times before going to the next; if an error is made, the sentence must be completed; incomplete sentences do not count, etc. This gets the students into class and ready for work immediately, and it also creates good wholesome competition and interest among the students.

Sondra Hughes
Silo Public Schools

I like to have the beginning conditioning practice drill on the board when students enter the room so that the students can go to work immediately upon entering. I use this time to check roll, using a seating chart.

Winifred Langston
Chickasha High School

Start devoting a short period at the beginning of each day to typing warm-up drills. Assign a selected drill and have the class work on it for two or three days (on the same paper). Any student who can get through the drill according to the directions given (each line two or three times) with five or fewer errors gets an extra credit "A." Any student who makes five errors must start over. This is a high standard for many students to meet. Students seldom have an "A" paper to turn in, but thinking they might make it motivates them to try.

Suggested Teaching Approaches
Marshall High School
Fairfax, Virginia

Typing students are given a limited time at the beginning of the period each day for the conditioning practice. The students are graded according to the number of lines they type within that time. This starts the students working immediately and can be a continuous and regular assignment.

Suggested Teaching Approaches
Oakton High School
Fairfax, Virginia

For five-minute timings at the beginning of the hour, I use duplicated sheets of drill material. The students select drills for their particular problems and may start typing before class begins. The students keep the practice lines in their folders. On Friday, I count the lines and give a grade for the total lines typed. Each individual teacher may determine the grading method.

Florence F. Flynn
Western Heights High School

To get the students into the classroom and ready to begin typing when the bell rings, I have them do what we call their "warm-up" for the day. The students come in as soon as the class change begins, set up their machines, and begin typing selected sentences when the bell rings. (These are usually conditioning practice sentences from their book or sometimes the sentence "Now is the time. . . ." They are always preselected, with the page number written on the chalkboard.) The students type for five minutes and compute their gross words per minute. I give the students a grade for these (an average for the nine weeks), which is averaged with their problem grade and timed-writing grades to arrive at the total average of their nine-weeks' grade.

Sharon G. Frame
Quinton High School

As a warm-up at the beginning of a class period, my students type the lines of a designated conditioning practice that I write on the board. I change the practice frequently. When I ask the students to stop, they count the lines and pass them to the front. Only perfect lines are acceptable. I keep a chart on the bulletin board, recording their lines for each day. At the end of each two-week period I average the lines and give the student a grade. By receiving a grade, the student feels the exercise is worthwhile and is encouraged to participate. The warm-up period gives me time to check roll without stopping to make assignments, and the students are warmed up and ready to type when we begin the lesson.

Senna Whittington
Hartshorne High School

To encourage my students to begin work as soon as they enter the typewriting room, I write the page and section of the warm-up practice on the board. This is very successful. Later in the year I write the warm-up section without the page number to speed their efforts to get started.

Example: Warm-up 2-A, page 7 (beginning); Warm-up 40-A (later)

Dorothy Shumpert
Broken Bow High School

Composing at the Typewriter

I dictate part of a familiar quotation and have my typewriting students finish it by typing the complete quotation. The students enjoy making a game of it. This gives the students practice in composing at the typewriter.

Gussie M. Barnett
Grandville High School

Rosa Reed
El Reno High School

For practice in composing at the typewriter, have students write a letter to "Dear Abby" with a hypothetical problem. The next day pass the letters out to different students to compose answers. The third day give the letter to "Dear Abby" and the answer back to the original composer.

Nancy Warwick
Bowlegs High School

I use a series of lessons (one day per week for about three weeks) to introduce composing at the typewriter.

The lesson I use first consists of my asking simple completion questions about the student that can be answered in one or two words, such as the following:

My name is _____.
I am _____ years old.
I live at _____.
My parents are _____.

The second lesson consists of paragraph composing on such topics as these:

If I were principal of this school . . .
If I had a million dollars, I would . . .

Evelyn Post
Kingfisher High School

Ask any student to name a one-word topic. For instance, someone suggests the word "birds." Using a stopwatch, tell students to type about birds for one minute without preparation. When time is called, have the person who suggested the topic call a number. Match this number with a name in your grade book, and up pops a "volunteer" to read what has been written.

Suggested Teaching Approaches
Groverton High School
Fairfax, Virginia

After typewriting students have learned the alphabet part of the keyboard, play a game by typing through the alphabet, naming a food item for each letter of the alphabet. See who can finish first or find a word for each letter. For example, they might type "apples," "beans," "carrots," etc.

This game, which is a form of composing at the typewriter, can be varied by typing girls' or boys' names.

Suggested Teaching Approaches
Annandale High School
Fairfax, Virginia

In Typewriting I my students like to complete sentences relating to school and peer groups.

Reta Luper
Carnegie High School

To develop composition at the typewriter, I use topics suggested by the students. We type for one minute. Everyone types on the same suggested topic--then we read a few of the students' compositions orally.

Carol Rhoton
Keyes High School

On the last day before a holiday I have each student begin a short story. After about three minutes I ask the students to stop and hand their story to the student behind or on either side of them. The students add to the story and pass it on once more when time is called. After about forty minutes I tell students to finish the stories they have. The last fifteen minutes are spent reading the stories out loud.

Students enjoy this, and it is great practice for composing at the typewriter.

Wilmatine Griffin
Paden High School

Write a word on the board. Have students type a list of words they can make with the letters of the word given. Set a time limit of three or five minutes. When using this game around holidays, select an appropriate word, such as "Christmas."

Sandy Snell
Garber High School

Use typewriter pen pals to help students become effectively involved in composing at the typewriter. Let students exchange letters with students from another school. Enthusiasm and excitement prevail when return letters are received.

Oklahoma Educator

Ask students to type their favorite jokes. This is a good project on composing at the typewriter. Some of the students' favorite jokes may be real dandies.

Mary Ellen Petricek
Harrah High School

Ideas for composing at the typewriter are as follows:

1. The world would be a better place if everyone . . .
2. One thing I like about all my friends is . . .
3. Cooperation is important because . . .
4. I like my family because . . .
5. Helping other people is . . .
6. I can help other people by . . .
7. I like my best friend because . . .
8. A person I learn a lot from is . . .
9. The place I would most like to be is . . .
10. Three reasons I am proud of myself are . . .
11. I hate to get up in the morning because . . .
12. Three inventions someone should make are . . .

Oklahoma Educator

Numbers

For an extra drill in typing numbers, students take a three-letter word like "the" or "for." For one minute the students type the word followed by a consecutive number, such as "the 1 the 2 the 3 the 4." When time is called, wpm is figured and rounded to the nearest number. For example, if a student typed "the 22 the," his/her wpm is closer to 23 wpm. To stress accuracy in typing numbers, have the students subtract one word for each error.

Suggested Teaching Approaches
Groverton High School
Fairfax, Virginia

Teach numbers by having the students type the date every day at the top of their papers; for example, 2-5-76, 2-6-81. This is a change of pace, and the students enjoy doing it.

Darlene Ethridge
Beggs High School

Assign a number from one through the number in each row in your classroom. Ask each student to continue to double the results beginning with the assigned number. No pencils allowed! Example: 3, 6, 12, 24, 48, 96, 192, etc.

Set the timer for one or two minutes, and give the student who has doubled the number the most times bonus points. If there is a tie, play it off while others in the class urge on their favorites. Change numbers for the tie breaker.

Oklahoma Educator

To help students learn numbers, have them practice the following for one to five minutes at the beginning of the hour:

96305	14211	68317	49023	50129	48735	69041	39547	40153	71059	43065
92571	83477	72183	60489	71395	38101	64107	85113	82119	36125	64131
68137	20143	62149	93155	84161	93167	38173	64179	90185	83191	38197
94203	85209	72215	10221	84227	95233	85239	30245	17251	83257	98263
38269	48275	10281	97287	38293	49299	47303	21311	94317	58323	91329

To find the number of strokes written, check the last two (or three) figures of the last complete group written. Divide number of strokes by five to determine the wpm for one minute.

Guymon High School

Tabulation

When teaching tabulation, I draw blocks to illustrate the number being backspaced from the center to set the margin, and to illustrate the spacing in from the margin to set the tabulator.

Alyce Jayne Rogers
Spiro High School

When typing tabulations, ask the students to record at the top of each problem what tab stops they used. This is a quick check for the teacher to see whether the tabulation has been arranged properly.

Suggested Teaching Approaches
Robinson Secondary Schools
Fairfax, Virginia

Proofreading

If students are having difficulty proofreading their work, ask them to sign a proofreader's contract like the one below. It requires the signature of both the person who typed the problem and that of another proofreader. The proofreaders are instructed that their grade will be reduced if they fail to proofread.

Grade _____
Recorded _____

Name _____
Number of Lesson _____
Date _____
Proofread by _____

By signing this, I testify to the fact that I have erased and corrected all errors, and I understand that I will receive an "F" on this project if any errors are found.

_____

Suggested Teaching Approaches
Oakton High School
Fairfax, Virginia

To emphasize and improve proofreading, team each student with a proofreading partner. For example, Steven and Barbie are partners. Steven will proofread Barbie's paper. If it has no errors, has errors circled, or has errors corrected as directed, he will sign his full name. Barbie will do likewise for Steven's paper.

Suggested Teaching Approaches
Fairfax, Virginia

A good idea for teaching proofreading is to have the students take a production test. Exchange papers the next day and have another student check the papers for errors in form--typographical or otherwise. The object here is to have each student be responsibile for the paper being graded. It is the student's job to check the paper carefully. Then the teacher grades the paper. If the student missed a needed correction, the teacher marks down his/her grade because of poor proofing.

Beth Whitworth
Tahlequah High School

Let students exchange and evaluate each other's work occasionally.

Aubrey C. Neal
Central High School

One of the most difficult skills to develop first-and second-year is proofreading. A technique we use, although certainly not original, is to attach a penalty to missing an error in a timed writing or on production work. In our timings, both in first- and second-year typewriting, we count an error made and not detected as two errors. Since we use the five-error cutoff method for scoring timings, this is often very detrimental to the student's wpm. The "double error" is marked, the student's wpm is reduced, if warranted, and the paper is returned. The technique provides a very good lesson on carelessness. In production, we count an undetected error as two, which often lowers the grade.

Beth Whitworth
Tahlequah High School

A good way to find overlooked typographical errors is to read the typed copy backward. This is an excellent way of detecting errors that are often missed by the teacher and student when the copy is read from left to right.

Charles R. Albritton
Southeast High School

Errors

To try to minimize errors, I have started keeping a chart of both gwpm and nwpm. By seeing the two scores together, the students are more conscious of the number of errors and strive to keep the two scores closer together.

Jeannie McGehee
McLish High School

Can you avoid the smudgy paper that results from erasing on carbon? Instead of just erasing, try this suggestion. When an error is made, take some type cleaner (used for cleaning the keys of the typewriter) and roll it into a sharp point. Blot the point against the error. This will absorb the excess ink on the error. Then proceed with your eraser. You have removed the excess ink that produces the smudged copies.

RozAn Frazer
Byng High School

Cut out a piece of plastic (with a small handle on it) to use when you remove the paper from the typewriter and find that a letter or part of a word has been erased. Return the paper to the typewriter and align by using the plastic. Type on the plastic first to see if it is aligned properly. It is easy for students to learn to do this, and they like it because it makes their work look neater.

I use crossword puzzles after each unit of work.

Kate Messer
Rattan High School

To stress accuracy as well as speed, I select students in pairs to compete with other students. The students type approximately five sentences each, with everyone typing the first sentence. If an error is made, a student must continue typing the sentence until it is typed correctly. The students then exchange papers, proofread each other's work, and reinsert the paper into their machines. The students continue through the second sentence, exchange the third sentence, etc. The couple who finishes first, with all the sentences typed correctly, wins. The teacher proofreads the sentences. If a couple wins the title three times, they are placed on an honor roll. Students seem to enjoy competing for the title. This is usually done once or twice a week, with the students changing partners.

Martha Moore
Deer Creek High School

To help minimize errors, I assign for homework one paragraph to be typed with perfect copy. I do this early in the year (8-10 weeks), because I have found that the errors allowed in the manual are too many to overcome later in the year. I use my own scale for errors.

Frankie Martin
Wayne High School

For motivation in typing, give a five-minute timing and have students move their margin in five spaces each time they make an error. By doing this, students become quite conscious of their errors and are made aware of the time that would be lost if they actually had to correct each error for on-the-job training.

Suggested Teaching Approaches
Groverton High School
Fairfax, Virginia

Timed Writings

Speed Test Grading. Since some students' hands are not "geared" to type as fast as others, I set a scale so that they compete only with themselves. For the first nine weeks, I take an average of three timed writings during the third or fourth week (depending upon group progress or whether it is Typewriting I or II). (The students are not told the purpose of the average.) This average becomes the student's D- level. Each one word per minute raises the student's speed one level. (Example: 20 wpm = D-; 21 wpm = D; 22 wpm = D+; 23 wpm = C-; etc.) At the beginning of each successive nine weeks, I take an average of the lowest and highest speeds to set the new nine weeks' D- level. For those slow students or those who try to "beat the game," I have a minimum speed per nine weeks. Also, speed is not counted as the entire nine weeks' grade. This gives every student the chance to excel in some area in order to counteract his/her weak areas. For example: 1/3 speed; 1/3 daily; 1/3 theory tests.

You will find that students do not increase their speed on every writing or that they might increase several words on one writing. I allow credit for each new speed only once. Specify a minimum number of writings to be turned in each nine weeks so that students are challenged to beat a certain speed and not be satisfied with a "C" if they are capable of a "B."

For Typewriting I and II, I do not count any writing that has more errors than permissible--usually two per minute for Typewriting I and one per minute for Typewriting II.

Karen Day
Taloga High School

During the second-semester timed writings, use a tape recorder with a speech, music, or anything to distract the students while typing. This will teach the students to concentrate on their work and to improve accuracy. Walk around or have others come in during the writings so that the students will learn to pay attention to their work.

Don Pittman
Gage High School

Each week I place on the bulletin board a list of the top ten students in Typewriting I and the top five in Typewriting II, based on five-minute timed writings.

Carolyn Haley
Valliant High School

I keep an up-to-date chart of speed writings on the bulletin board. The students in one class are eager to see whether they did better than the students in the other class. This keeps up the students' interest in speed writings. Occasionally I will say, "Kent did . . . yesterday in class. I will bet that you cannot beat him." Most of the students will try harder that day to do better than Kent.

Linda Duke
Boswell High School

Sometimes I have had a class that has had trouble stopping on the call on timed writings. One of the most effective things I have found is to start the class on a three-minute or five-minute timed writing and call time in about a minute. The machines stop just as if the power source had been cut off, and I always get some funny looks and expressions. I tell the class something like "Now, that is the way to stop," or "I thought maybe you could not hear me."

Neoma Shepard
Blue High School

I use the following scale for typewriting speed tests:

One-minute		Two-minute		Three-minute		Five-minute	
Errors	Penalty	Errors	Penalty	Errors	Penalty	Errors	Penalty
1	1	1	1	1	1	1	1
2	11	2	2	2	2	2	2
3	21	3	7	3	3	3	3
4	31	4	12	4	6	4	4
5	41	5	17	5	9	5	5
		6	22	6	12	6	7
(-10)		(-5)		(-3)		(-2)	

I do not use a cutoff.

Capitolia Moran
Seminole High School

Beginning the second week of school, I prepare graphs covering one-minute writings on sentences for each individual student. These graphs cover a period of about nine weeks. The students take writings at least once a week, which are recorded on the graph. The students are allowed a limit of no more than three errors at the beginning, which will be decreased to no more than one error by the end of the seventh week. This has been very successul for me in helping to make the classes more competitive. The students can compare their accomplishments from week to week with those of the remainder of the class.

Bobby Clifton
Sterling High School

It is very difficult to decide on a scale for grading in regard to timed writings; therefore, I try to make my system competitive and fun. I will often give a series of three timed writings. The length of the writing varies. The highest grade in the class will represent a perfect score of 100 (unless it is extremely high compared to the rest of the class). The other scores are then subtracted from the best score, with the difference subtracted from 100 to determine their numerical grade. For example: The best score in the class is perhaps 50 gwpm, so 50 is a perfect score and represents 100. The next person may have a 42; 42 from 50 equals 8; 8 from 100 equals 92, which would be this person's numerical grade. This would be a low "A."

Jay Hurt
Anadarko High School

To improve both tabulation and number-typing skills, once each week have students take timed writings using columns of numbers.

Don Hutchens
Porter High School

If everyone reads the Oklahoma Educator as faithfully as I have, they will know that this is someone else's idea; but it has created much excitement and enthusiasm among the students and now they ask for timed writings. I have a large black sheet of paper across one wall of my classroom entitled "Can You Build a Snowman in Nine Weeks?" I cut the snowman into fourths. In order to earn a snowman (or a part of the snowman), the students must type 60 wpm with only one mistake, or for the slower students, 50 words or more a minute for five minutes. I have many students who have completed the snowman in a week and have asked to work for baby snowmen.

Dorothy L. Rose
Buffalo Valley High School

Prepare and post in your room a timed-writing chart with the students' names, words, and errors per minute. Record these each day so that students can see and compare their words per minute. I do this for all of my typewriting classes; this way the students can see how the other students are doing. I have found that this has helped improve both speed and accuracy. The students come in each day to read the chart.

Mary June Smith
Clayton High School

At some designated point during the class period on Monday, give five one-minute timings. Collect and grade all papers according to a predetermined scale. Place timings in a folder with the course number and class period on the front of the folder. On Tuesday give five additional one-minute timings and use the last few minutes of the period to exchange timings with a student if a better paper has been typed. Continue this procedure on Wednesday, Thursday, and Friday. On Friday, the paper that the student still has in the folder will be that student's grade on one-minute timings for the week.

Terri Breitling
Newcastle High School

During a nine-week period, I devote two weeks entirely to technique and speed writings. Students are given a sheet with assigned production problems to complete during the other seven weeks. Tuesdays and Thursdays are timed-writing days, with 15-20 minutes devoted to this. Students may use the rest of the time during the week to complete production problems. Since our school is small and has no business machines course, I require students to spend one week per nine-week period on the adding machines and two or three days per nine-week period on the dictating machine. The students like this because they are free to work at their own rate, and I like it because it motivates them to plan their work without any forcing on my part.

Linda Grisham
Dibble High School

To motivate students to increase their speed and improve their accuracy, we have a race. We divide the class into two teams. Each time a timed writing is given, I keep score of how many students on each team reach a certain speed with no more than one or two errors (or whatever has been decided upon beforehand). This could be used as a baseball game, with students advancing to another base when attaining a certain speed.

I also assign a lot of composing at the typewriter: a personal letter, a paragraph, or something of interest.

Bettye Nowell
Crescent High School

Karen Wheeler
Sentinel High School

After six weeks give each student a sample checkbook with ten checks. About every three or four days give three five-minute timed writings. Let the students select the best timed writings, based on nwpm. "Pay" the student for each net word and have the student "pay" you for each error. This encourages accuracy, and at the same time the students learn how to write checks.

Lillian Hunt
Dewey High School

When I feel that my students are not striving hard enough for accuracy, sometimes I compete with them on timed writings. If the students get fewer errors than I, they receive a bonus "A." (The students must type with reasonable speed.)

I have given "free time" coupons for perfect timed writings, minute for minute. These coupons may be used for tardy entrances if the students have an especially hard test to study for in another class, if the students are just tired, etc. If the students have no need for the coupons, they can be traded in for a bonus "A" or for an incomplete assignment at the end of the grading period.

Mona Prickett
Lomega High School

I group rows of students and have them compete in one-minute timed writings--sometimes for speed and sometimes for accuracy. I start timing the students as soon as the bell rings to determine the number of sentences they can type before time is called. This motivates the students to begin typing as soon as possible.

Rena Mankin
Panola High School

Typewriting Speedway. Create a race track in which five-minute writings are taken with no more than five errors, and 30 wpm must be reached in order to enter a car in the race. Each student has a plastic toy car with his/her name on the car. The cars are placed in an area labeled "Parking Lot." This encourages typewriting students to reach at least this standard of accuracy with some speed.

Juanita Rippy
Morris High School

Accuracy Contests. After the first nine weeks in my Typewriting I and II classes, I begin accuracy contests, handling them in a way that is flexible with my daily lesson plans. I divide the class into two groups, each side representing a team. Each team decides on a name that one team member is responsible for writing on the chalkboard. I give the students one-, two-, three-, or five-minute timed writings.

I calculate scores individually. I use accuracy for one contest in which the students call out the errors they make. Using an adding machine, I calculate the totals for each team, then decide which team has the fewest errors. One member of the winning team writes the scores on the board. We have different amounts of entries for the contest each day. For instance, some days we have one, two, or three timed writings; and other days we may not have any. The losers of the contest agree to bring refreshments for the whole class as a payoff party on the day after the contest. Other contests are speed contests, nwpm contests, and gwpm contests. We also use pep talks.

Jan Thomas
Shidler High School

When a timed writing seems particularly difficult for the majority, it may be the result of spelling difficulties. I dictate the words to the students letter by letter, after which they type the whole line from dictation. We take short timed writings for accuracy, and later take longer timings over the entire writing. The students usually show improvement.

Bernice Delamarter
Shattuck High School

Divide students into two groups for timed writings. Each group challenges the other on speed and accuracy. This is particularly effective with thirty-second drills.

Ruth McMahan
Kellyville High School

Cheating. Set the timer for an extra five or ten seconds in a one-minute timed writing. When the students think they have improved a few words, they feel they can do it on the next timed writing.

After the keyboard is learned and you begin longer timed writings, record the timed writing at the beginning of the nine weeks and set a goal of five or more words per minute. The students will work to reach it.

Try assigning a paper to be typed in a foreign language.

Carolyn Haley
Valliant High School

Teaming up by rows is really a good motivational tool when you are working on speed and accuracy. Compute nwpm and gwpm to see how these compare to the other rows. This game creates much excitement among the students.

Ruth Haukla
Geary High School

Play Typewriting Football. Each student gets a chance to score. A touchdown is worth six points. In order to score one, the students must type 70 gwpm with five or fewer errors. An extra-point kick is scored if the students type without errors, and a three-point field goal is scored if they type 50-69 gwpm with five or fewer errors. The winning team must beat every other team to win the conference.

Ann Maloy
Western Vo-Tech (Burns Flat)

I read an article in the Balance Sheet last year about a game called Typewriting Football. I made a transparency of a football field and chose sides to play "football" on Fridays or before holidays. The students enjoy competing for one-minute timings. This is also a good speed builder.

To encourage composing at the typewriter, I time the students while they type one word within a specified category for each letter of the alphabet, e.g., names of foods, girls, and boys.

Leah Stevens
Healdton High School

To stimulate interest, desire, and concentration, I occasionally group the students into teams by rows for timed writings. We determine the winners by seeing which row made the fewest total errors or had the highest average speed. THe students try harder so that they will not disappoint the others in their row. To prevent one row from winning continuously, I divide the rows front to rear one time and side to side another time.

Howard Parr
Burlington High School

Starting a "football" game as soon as the three-minute drills are begun will encourage the class as a whole to work enthusiastically on their speed in typing the drills. Make a football field, starting with the 10-yard line. Use little colored paper footballs with the number of the period and the student's number on the class roll, e.g., 1-1 (period 1, first student's name on the roll), 5-1 (period 5, first name), etc. No names are used. Players never move backward, only forward.

Edyth Kirtley
Chisholm High School (North Enid)

Use hang-ups on the bulletin board for speed drills. About the end of September, put up a bulletin board with the title "Can You Complete a Pumpkin by Halloween?" A paper pumpkin is cut into four parts. Every time a student completes a timed writing with no errors, he/she receives one-fourth of a pumpkin. The students must progress to a higher speed each time with no errors. For instance, I had one student who completed 36 wpm with no errors. To receive another piece of pumpkin, this student had to type more than 36 wpm the next time with no errors.

Sue Cornelision
Foyil High School

Make a Christmas tree by using green construction paper, green felt, or green gift-wrapping foil. Cut decorations from various colors of construction paper, using a different color for each speed division. Select two or three paragraphs from the text so that different material will be used for each one-minute timed writing. Give two or three timed writings each class period, once or twice a week. Place a one-error limit on each timed writing. Take the individual timed writing and place the decoration with the student's name on the tree. Leave a place at the top of the tree for a star with the names of the students who have typed 70 wpm or over. The students can place only once in each speed division. Speeds could be set as follows for a one-minute writing:

30-39 = 1 decoration (silver)
40-49 = 1 decoration (red)
50-59 = 1 decoration (blue)
60-69 = 1 decoration (gold)

Patricia Krausch
Choctaw High School

Production

Office Style. I assign a unit (after preview instruction) in production typing. Instead of daily timings, I give a set number of class periods to work on a unit, requiring that it be handed in within a few days after the last day to work on it. Assigning practice drill for skill building combined with this type production will help students learn to type in a stress-free office situation. At the end of the year they can execute production on their own by following written or oral instructions. The advantage this offers is that the students learn to finish a job accurately and receive office-type experience.

Jolene Crowder
Weatherford High School

When grading some production work in typewriting classes, use a point system. This saves a great deal of proofreading. Give points for correct margins, correct placement of date, etc. This method can be used to grade all examination papers and is very fast.

Suggested Teaching Approaches
Oakton High School
Fairfax, Virginia

Motivation

Baseball Game (Drill for Accuracy). Draw a baseball field on the chalkboard. Choose sides or divide the class in half by rows. Choose team captains and number students. Have them draw to see who is at bat. Assign a sentence to be typed for one minute or less, according to the speed of the class.

Have students check their papers for the number of correct sentences. Start with the captain; if the captain does not have a perfect sentence, that constitutes an out. If one perfect sentence was typed, the captain's name is placed on the first base. If four perfect sentences were typed, a home run is scored. If a player is on first, second, or third base, the next student must type a perfect sentence in order to advance the runner. When a team makes three outs it is the other team's turn at bat. Take writings on new sentences as needed.

Pauline Gray
Kingston High School

For motivation in typewriting, give a few one-, two-, and three-minute speed spurts in which students must stop typing as soon as an error is made. Check to see how many are able to type only one word before having to stop. Give a reward to the student who types the longest.

Sharon Trapp
Fort Towson High School

Pay students for their work (play money, of course). Assign a monetary value to each problem that is completed satisfactorily and tell the students the amount they have earned at the end of the week or month. It helps if the students select their own goals.

Allene Gillespie
Red Oak High School

Teams by rows. Do several timed writings. Assign one student in each row to take the scores of each student and compute the average of that row. Figure nwpm and gwpm and see how the students really work to beat the other teams.

Pearl Roundtree
Madill High School

I collected the first typing papers from my class. At the end of two weeks, I returned the papers to the students for them to see. The students could not believe they had improved so much in such a short time. I save lessons at random and do the same thing again. I also keep the students' first timed writing to return to them to compare with their later writings.

Ellen Keen
Carney High School

One of my students who had difficulty finishing assignments liked to do artistic typing, so I used this desire to type a picture as motivation to complete an assigned lesson.

Karen Wheeler
Sentinel High School

Using puzzles for holidays or special occasions works well on Fridays after we have worked hard all week. We use puzzles that go along with what we are studying.

Pat Webb
Graham High School

I use this idea from the Balance Sheet. Students bought grades for technique during the first nine weeks of typewriting. At the beginning, students were issued $10 in paper money. Students had to keep the money in order to buy a grade. If students were found violating proper typing techniques, they were fined for the violations. The amount of the fine depended upon the seriousness of the violation--any amount of the money could be used. I used $2 for eyes not on copy, $2 for improper fingering, $1 for position, and $1 for other violations.

The amount of money left each week determined the student's technique grade for the week. For example: $9-$10 = A; $7-$8 = B; $5-$6 = C; $3-$4 = D.

Suzanne Ritter
Poteau High School

Typewriting Football. Make an illustration of a football field on the bulletin board. Divide the class into two teams. Students are given one-minute timed writings. Sometimes only speed is considered; other times, in order to advance, there is an error limit. Both teams start on the 50-yard line. Names are drawn from each team, scores are deducted, and the team member with the higher score gets to advance that many yards. For example: Red team member scores 65 words--black team member scores 40 words; the red team advances 25 yards.

Ruth Hankla
Geary High School

We use something different each month to motivate students to work for speed and accuracy at the same time. I use one-minute speed drills. Students have to get a specified number of words with only one error before they get a decoration. The students then have to improve five words before they add another decoration.

Sharon Estes
Minco High School

As a motivational device, allow extra points for work over and above the daily or weekly assignments. This can be extra assignments or typing for students and/or teachers.

Dottie Cunningham
Checotah High School

A Taste of Honey. For those students in Typewriting I who are interested in Typewriting II, give them a job or two from the Typewriting II book during the latter days of the school terms. The sincere students are encouraged, those less sincere are discouraged, and others are challenged.

D. Richardson
Muskogee High School

In order to motivate and keep momentum going, I make sure my Typewriting I students type something their first day of class. I allow the students to type something like their name by the hunt-and-peck system. I date the papers and keep them in the student's folder. After the year's struggle, and at times when the students feel they have not learned a thing, I return these papers to the students. What better proof can the students have that they have learned? This finishes the year with the students having a positive feeling toward themselves and typewriting. I keep an individual folder of each student's work throughout the year.

Reba Reading
Barnsdall High School

Play Typewriter Bingo. I make cards from construction paper, using the parts of the typewriter, information on the placement of letters, space in inches, etc. You can use your own ideas, depending upon what points you want to stress. My students enjoy this, especially before tests or holidays. The students learn without being aware of the fact that they are studying.

Carolyn Roberts
Wilson High School

I present a World's Greatest Typist trophy in the spring near the close of school. Since classes are interrupted at this time with many other activities, I use the trophy for speed and accuracy. It is passed around to the student with the highest speed and fewest errors on timed writings. The one who has the trophy on the last day of class gets to keep it. I use a $1 trophy with the title pasted on.

Maxine Childers
Glencoe High School

To motivate my students, I use a contest called Round-Robin Basketball Tournament. I divide the class into groups of five. I try to group teams so that they are evenly matched; therefore, the competition encourages each member of the team to strive a little harder in order to be number one. The contest runs for one week. The prize for the number one team is usually extra points. Along with the weekly contest, I have started a nine-weeks' tournament. The students enjoy the competition and have not lost interest after six weeks.

Ray Pebsworth
Howe High School

My students type a "gift" to give their parents for Open House. The parents have an opportunity to see the students' work. Each student creates the border design or letterhead for a program that also includes the schedule and a short paragraph.

Shirley Smith
Mayfield Junior High

Use a rubber stamp with slogans and cartoon pictures to place pertinent comments on the margins of students' papers: "You can do better than this," "This is really good work," "You can be proud of this," etc. These comments used with a cartoon character that expresses the accompanying feeling get the point across to students and save a lot of writing for the teacher.

Oklahoma Educator

Look back in old newspaper files for unusual information about your town or people for students to type, such as "Boise City Bombed," about a 1943 event. This activity helped relieve boredom in the spring semester, and even parents commented on it!

Judy Pofford
Boise City High School

To encourage good techniques in typewriting, give tickets for technique violations. The ticket should indicate the technique violation and the fine. The first ticket must be a warning; the second could be the first of a series that will add up to a minus one, etc.

Oklahoma Educator

General

A seating chart may be more convenient for noting typing techniques than an individual chart or a class list. Brief notations can be made while observing a row or section of the room. Follow up with more technique emphasis in both group and individual demonstrations. Besides aiding in noting typing techniques, it saves having to call the roll every class period.

Suggested Teaching Approaches
Falls Church High School
Fairfax, Virginia

Before holidays, have games such as football, basketball, artistic typewriting, or composing from topics.

Another game the students enjoy is the alphabet game. The students list names alphabetically that start with a given letter of the alphabet.

Glenda Ivins
Elk City High School

Use kits to introduce students to many business forms used in an office. The kits contain invoices, itineraries, different sizes of envelopes, letterheads, manuscripts, etc. Also introduce filing through the use of kits.

Have each student type and mail a letter asking for a reply. In this way the students can see how effective their learning about letters can be.

Leslie Lindeman
Pocola High School

I require a certain number of practice pages at the end of each week. The number increases as the year goes by. This gives students something to do when they come to class and helps to encourage good work habits.

Glenda Ivins
Elk City High School

Write on the chalkboard a list of various topics to be typed, such as the names of five states, the names of all classmates, and titles of six songs. I have been using this idea for several years and have had great success with it.

Cecil Sanderson
Eakley High School

Two students sit at the same machine. One types all three left-hand characters and the other types all the right-hand characters. Do one-minute and/or three-minute timed writings. Compute nwpm and use this number for a score. You will have some noise, but the students will have fun.

Hobart Fannin
Marietta High School

After all of the new keys have been presented, use records or tapes (keyboard drills) to reinforce learning. Blindfold students who attempt to watch their hands. In my classes this is fun, but some students may resent the blindfold if care is not taken.

Ruth Moore
Blanchard High School

Who Is Looking? Call out a list of letters to be typed. Have the students look at you while they type. Call out the list again so that students can check their papers. The students will know their problem keys immediately. You can divide the class into teams and have a contest; each letter missed counts against the team. If anyone looks at the keys, his/her team automatically loses.

Mrs. UpChurch
Mounds High School

Have students write anonymous letters to Santa Claus before Christmas. Read the letters back to the class.

Occasionally have students type duets on typewriters (two students on one machine). One student types all left-hand characters, and the other types all right-hand characters--then reverse the procedure.

Use Typewriting II students to help with Typewriting I classes, if they have study hall during this time. Also use Typewriting II students to help check Typewriting I papers.

Hobart Fannin
Marietta High School

I use a large white poster when we begin our business letter unit. I make the labeled letter parts separately with "plastik tac" on the back. When we learn block, we place the letter parts for this style in position. As we move to modified, we change the letter parts. I also have punctuation marks. This has helped students learn the parts of a business letter as well as placement of letter styles. Occasionally I let the students place the parts as a game. By covering the poster board and parts with clear plastic, they are reusable year after year.

Marlene Breeze
Sayre High School

Teach all students to find the center of any size paper by using the margin scale. (1) Roll the paper in at "0" on the margin scale. (2) Read the number on the margin scale at the right edge of the paper. (3) Divide the right-hand number by two. The answer to step 3 is the center of the paper.

Christina Hunter
Henryetta High School

Laboratory materials for typewriting classes have kept classroom activities from being boring and have better prepared the students for office work.

Encourage students to set their own goals for speed. The students should build their speed toward this goal, but at the same time keep their accuracy.

Display on the bulletin board production work such as letters and manuscripts.

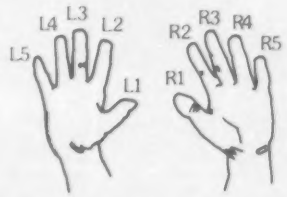
Darlene Ethridge
Beggs High School

When I first started teaching typewriting, fingering tests were time-consuming and troublesome. Rather than drawing a keyboard on a ditto master, I draw two hands on the board, mark them "Right" and "Left," and number the fingers. I call out the alphabet and students write first the hand, then the finger number. This facilitates grading and eliminates time spent preparing the test, as it can be done on the spur of the moment.

Example:

s = L-4
w = L-4
p = R-5

Space Bar = R-1
Return = R-5



Anita Hasenmyer
Empire High School

Assigned Practice Work for Skill Building. Starting the third week of school in Typewriting I, assign about twenty-five lines to be typed three times each, with perfect lines marked. The assignment can be made on Friday or Monday to be due one week later. Early in the course, assign lines learned the previous week. Later, use alphabetic, balanced-hand, one-hand, phrase, alternate-hand sentences, etc. By using this method of required practice, most of my students gain more speed and accuracy the first semester than they previously gained in one year without it. Grade the practice work (it goes fast if lines are marked) and count as part of the nine-weeks' grade. (Everyone can make 100% on this.) One requirement is that you must make the typewriting room available twenty to thirty minutes before school, during lunch, and after school. This practice is an excellent help for ten minutes left at the end of a class or on days when part of the class is absent.

Jolene Crowder
Weatherford High School

Number books and typewriters to match, and assign the student a typewriter. The student is responsible for keeping the typewriter in good condition and the desk in order. Grades may be assigned by number instead of name, using the number of the typewriter. The numbers on the machines are in plain sight when repair work is needed on a typewriter. It takes only a moment to write down the number instead of hunting for a serial number. When the student feels responsible for a certain typewriter, it cuts down on the amount of maintenance required.

Jacqueline Wickliffe
Anadarko High School

We make cookbooks to teach the use of stencils.

Lynda Johnson
Mooreland High School

On those days when the class just will not settle down to work, use art typing. Duplicate the directions ahead of time. Do not use art typing in excess as busy work so that when it is used, the students appreciate the break from the everyday routine.

Juanita M. Kelton
Prague High School

Match two students who have about the same speed. Have one of the students type all keys with the left hand; the other student is to type all the right-hand keys. You may stress accuracy or speed. This does require concentration and it does help build rhythm.

Janelle Kelley
Ames High School

I have arranged my Typewriting I class in an office-type arrangement. Students are members of a typing pool for whatever company they choose. The students are to answer to the head of the pool, who is the teacher. The students are to follow the book, but each lessson is taken as an assignment for a division of the company. Even though the students are really following their books, this motivates them to do neater work. The students are also given dress-up days, on which they earn bonus points. This brings the "office situation setup" to the school.

Marilyn Dorsey
Wynona High School

We have a problem keeping enough students in our business classes for three full-time business teachers. Many times students do not want to take Typewriting II because they feel it will be much the same as Typewriting I. However, we have manual typewriters in our Typewriting I classes and IBM electrics in our Typewriting II classes. We use this as our selling point. We feel we get more students because they are interested in using a different typewriter.

Wynema Anderson
Ada High School

For a break from the textbook and to give students practical experience, let students type material for office personnel and other teachers. The students are enthusiastic about doing the work correctly and neatly.

Lawana Dansby
Wanette High School

Since we do not have typewriting labs or study halls, I develop the unit on manuscripts at the same time the students are doing term papers. At the end of the unit, I give the students a week in the class to type their term papers for English. This helps to reinforce the learning of manuscripts.

Gloria Bryant
Cameron High School

For practical experience, the students are paid to address meter cards for the local water company. Other students are assigned to work for an elementary teacher, doing the typing and duplication work for six weeks.

Anita Bond
Thackerville High School

The best procedure I have found for the maintenance of the machines has been using a bulletin board labeled "Machine Repair Chart." Use library book pockets to hold a card for each machine in the room. Number one pocket, card, and machine to match. Also show on the card the serial number of the machine for future reference purposes. You may need to know which machine needs to be replaced with a new model.

Using a felt-tip marker, color one end of the card. Write on the card the repair to be made on the machine. When a repair needs to be made, turn the card so that the color shows. All the repairperson needs to do is pull any card that has been turned with the color facing out. The repair needed is already written on the card. When finished, the repairperson will merely mark through the repair entry on the card and return it to the pocket with the color turned in facing the wall. The card is then ready to be used again.

I hope others will find this method as easy to use as I have. It is a lot easier than attempting to keep track of a piece of paper. Students should not be allowed to write on these cards; only the teacher knows whether or not a machine needs a service repairperson.

Jeanne Thaxton
Edmond Mid-High School

Let the students have a day to type something of their own choice, such as letters, book reports, or term papers, so that they can see the importance of learning to type.

If Civil Service employees are numerous in the area, you can give their speed tests to both Typewriting I and II students. These tests are good for a period of years and give the students an opportunity to go into Civil Service work.

Leslie Lindeman
Pocola High School

Typewriter Covers. Make typewriter covers from clear plastic or whatever you wish. Make them wide enough to cover the top of the typewriter, perhaps 18" to 21" wide and at least 32" to 36" long. Cut holes for the back typewriter legs to fit in so that the cover will stay anchored. This makes it easy to cover and uncover your typewriter quickly and neatly. I use color inside the clear plastic for a more colorful room.

Dottie Cunningham
Checotah High School

Students act as teachers in my typewriting classes. When we rotate to different machines, the student who is leaving the machine explains to the student moving there how to use the machine. The student is proud to be able to explain the parts of the machine. This is a timesaver for the teacher, especially when the room contains several makes and models of machines.

Gussie M. Barnett
Grandfield High School

Reinforce centering skills by making Christmas cards on odd-sized pieces of paper. Use letters such as "x" for the artistic typing part, and center the message inside the card.

We typed a list of tongue twisters one day in class instead of the lesson. The students enjoyed this and have asked me to run off a humorous story for them to type as another activity.

We give the students a blank grid so that they can fill in terms. Later, we use this grid as a find-a-word activity.

Catherine Simpson
Purcell High School

To teach the students how to position their hands properly and to keep their fingers curved over the home row keys, I have them make a loose fist and open it so that the fingers are positioned correctly. I find the students learn to position their hands more quickly and correctly by using this method than any other method I have tried.

Janelle Kelley
Ames High School

Whenever we learn something new in punctuation, computing margins, etc., I prepare a card with the rule and place it on the bulletin board.

Example:	Pica Type	85 strokes horizontally 10 strokes per inch
	Elite Type	102 strokes horizontally 12 strokes per inch

I never leave a card up for more than a week. I change it frequently so that the students will know it is there to help them but will not be up forever.

Barbara Bryant
Lenapah High School

In assigning practice work, make sure the students understand the need for the assignment and the goals they are expected to attain. I keep supplementary material to be used on an individual basis for improvement in accuracy and more difficult material for timed writings by more skilled students.

Mildred Wilson
Wright City High School

I feel this could only work in a very small typewriting class; however, that is exactly the situation I am in, so it works for me. I use individualized instruction in my typewriting classes, with each student working at his/her own speed. I set a lesson number that must be reached by the end of the nine weeks, but at the same time encourage students to work at a faster pace. This results in my going over the same material a number of times, rather than going over a lesson one time when everyone is working on the same lesson. I do not do this the first nine weeks of my Typewriting I classes.

Elene Roberts
Pittsburg High School

In a school with small classes (25 or fewer), the teacher sometimes has to be away from the room. I tell my students the nature of my work and check their problems. I name assistants to be in charge while I am away. By stressing their responsibility and cooperation as well as mine, we have had some good work done. The students like not having a "babysitter" (their word for a substitute who is not qualified for the class).

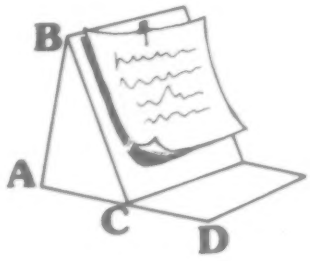
Kathleen Lambert
Elgin High School

Each year the English teacher assigns a research paper to English IV students. I work with the teacher in allowing students to type these in class. We are both available for advice on sentence structure, punctuation, etc. Also, other teachers' reports may be typed in class; however, those reports are not as organized as the research papers. Any typewriting student who does not have his/her own research paper to type is given the paper of a student who does not take typewriting or who is unable to type.

Carolyn McCarver
Wister High School

Bookholder for Typewriting. These can be made in shop classes.

Example:
A - plywood base
B - solid support brace
C - quarter round
D - trough book bottom fits in



Juanita Rippy
Morris High School

The following is a list of items I stress:

1. Production (speedwriting and accuracy)
2. Five-minute speed tests with no more than two errors (making at least 55 wpm)
3. Office practice set for typewriting
4. Filing practice set in which seven different kinds of filing are involved
5. Spelling practice set, which is a big help in teaching business students to become better spellers
6. Supplementary letter-form typewriting

Chester Wohl
Maysville High School

Use the half-and-half sentence approach to the composition of a business letter. One student gives half a sentence in dictation, which all type; another completes the sentence. The project is completed when the letter adequately covers the letter-writing problem outlined by the teacher at the outset.

Mary Ellen Petricek
Harrah High School

Use this exercise for practice with the return key or lever. Write the following sentence (or any sentence) on the chalkboard: "Now is the time for all good men to come to the aid of their country." The students are to continually type the sentence. After a minute or so, erase the last word of the sentence ("country"). The students should type just the words that appear on the chalkboard. Keep erasing a word at a time until all but the first word ("Now") is erased. As the sentence becomes shorter, it becomes more difficult for the students to be ready to type as the carriage is returned.

Oklahoma Educator

When this problem is centered horizontally, a vertical line in the problem will spell out an important message. Set a tab at the center point so that you will always start at the same place. Remember, you do not backspace for an extra letter. Center each of the following lines: We're out for victory tonight; Win; Success; Football, basketball, and wrestling are popular sports at HHS; We're out of sight!!!; The blue and white are out for victory!!!; Support your team; Let's go Big Blue; Panthers!; Good sportsmanship is important; Can Lions beat HHS?

The drill can be arranged to fit your school.

Mary Ellen Petricek
Harrah High School

Cut out the "window" of a window envelope and use it for aligning. Place the window over the letter to be struck and strike the letter to see whether it is aligned. Remove the window and type the correct letter. This works better than placing the machine on stencil.

Nancy Neighbors
Choctaw High School

On a 3" x 5" card that a student could carry in a wallet or purse, provide a printed summary of word-division guides such as the following:

1. Do not divide if you can avoid it.
2. Divide only between syllables.

3. Leave at least two letters at the end of a line and carry forward at least three characters to the next line.

4. Divide near the middle of a word when possible.

5. Divide proper names, dates, addresses with logical readability in mind.

6. Avoid dividing abbreviations and figures.

California Business Education Program Guide

Be sure that drill material requires the typist to make word divisions. It does little good to introduce word-division rules and then provide students with timed writings, letters, and reports that are relatively free of the need to divide words.

California Business Education Program Guide

The traditional textbook provides adequate explanations for beginners but should be supplemented with practice at quickly estimating the location of the envelope address instead of counting down an exact number of lines and over an exact number of spaces.

Introduce envelopes almost simultaneously with the introduction of business letters; students should rarely type a letter without also typing an envelope.

Do not limit all envelope typing to the simulated envelopes that are often printed on the back of textbook letterhead paper. A real envelope responds differently from those simulated ones, and the student needs practice in the real thing.

Be sure that advanced students get practice in preparing envelopes for carbon addresses; students often prepare multiple carbons without having to follow through on the disposition of those carbons.

A typist should know how to estimate letter length; he/she should not have to rely on instructions in a textbook or from the teacher or supervisor to decide whether a letter is short, average, or long in length.

The typist should also know how to lengthen and shorten the appearance of a letter to achieve a balanced look on the page. He/she will not learn this unless you provide typing tasks that force the student to make those decisions.

The following are steps to use in determining letter length:

1. Select four lines of copy at random and count the number of actual words in each of the four lines.

2. Divide the total words in those four lines by four to find the average number of words per line.

3. Multiply the average number of words per line by the total number of lines in the body of the letter to find the approximate length of the copy. If necessary, adjust this figure as follows.

4. If copy appears to have more than the normal number of long words, add ten percent to estimate. Add twenty words to estimate if letter has attention line or subject line. Add the words that appear in any postscript.

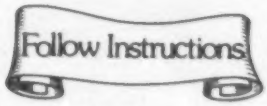
California Business Education Program Guide

Grading

For the first six-weeks' grade, my students grade their own techniques, their partner gives them a grade, and I give them a grade. These three grades are averaged for one overall grade.

Evely Troutt
Helena-Goltry High School

Because so many errors in typing occur again and again, buy rubber stamps like those illustrated below. Students begin to look forward to seeing a "happy face" or an "angel" on their papers.



The last semester of school I emphasize accuracy rather than speed. The scale is based on speed, but the students are rewarded for accuracy. A five-minute timed writing with no errors is rewarded with an 8 wpm bonus for a grade. One error receives 5 wpm, and two errors receive 3 wpm. There is no reward for three errors, and all errors over three result in appropriate decreases in the wpm.

Mike Stephens
Yale High School

For the nine-weeks' test in Typewriting II, I use material from various practice sets or make up problems of my own for each student. Students have individual problems. For instance, one student may have to compose a letter in response to one I have given him/her and type a memorandum and financial statement. I give three or four problems, depending on the length and type of problems. I also give the students a telephone message. When I ring the bell, the students stop their work and write down the message properly. I allow the students about five minutes to organize before they begin, forty minutes to complete the assignment, and five or ten minutes to proofread, put their work in order, and turn it in.

Nancy Warwick
Bowlegs High School

Correct Papers the Easy Way. Typewriting teachers do not die--they just grade away. One of the best ways to correct papers is to stamp them. Not only is the teacher required to write less, but the students can read stamps more easily. This method is faster, neater, and more legible than a teacher's handwriting of "Do Not Strike Over," "Use Correct Margin," "Please Follow Instructions," etc. The stamps are made commercially by a stamp company and stored on a stamp rack. Using this method has been efficient and successful. Perhaps other typewriting teachers will find this method profitable.

Richard Gaddis
Oologah High School

At the end of each nine-week period, I send a sheet of paper along with the report card stating the percentage basis used to compute the student's grade, e.g., 50% = techniques, 30% = timed writings, and 20% = nine-weeks' test and other quizzes. This not only shows parents my scale, but it also shows students their weak areas so that they can overcome them later.

Janice Wingate
Antlers High School

In my typewriting classes, I like to use scales for timed writings. The first scale is based on gwpm with a cutoff after the fourth error. I use two- and three-minute timed writings for this.

Scale 1
Errors - Grade

0 - 100	0 - 83	0 - 75
1 - 99	1 - 82	1 - 74
2 - 97	2 - 81	2 - 73
3 - 95	3 - 80	3 - 72
4 - 93	4 - 79	4 - 71
0 - 92	0 - 82	0 - 74
1 - 91	1 - 81	1 - 73
2 - 90	2 - 80	2 - 72
3 - 89	3 - 79	3 - 71
4 - 88	4 - 78	4 - 70
0 - 91	0 - 81	0 - 73
1 - 90	1 - 80	1 - 72
2 - 89	2 - 79	2 - 71
3 - 88	3 - 78	3 - 70
4 - 87	4 - 77	4 - 69
0 - 90	0 - 80	
1 - 89	1 - 79	
2 - 88	2 - 78	
3 - 87	3 - 77	
4 - 86	4 - 76	
0 - 89	0 - 79	
1 - 88	1 - 78	
2 - 87	2 - 77	
3 - 86	3 - 76	
4 - 85	4 - 75	
0 - 85	0 - 76	
1 - 84	1 - 75	
2 - 83	2 - 74	
3 - 82	3 - 73	
4 - 81	4 - 72	

The second scale is based on gwpm with a cutoff after the fifth error. I use four- and five-minute timed writings for this.

The scale is raised 2 wpm every two weeks. The best timed writing for one week is used for a grade. Adjust wpm increase after the first semester when more emphasis is placed on production. The grading scale we use is 93-100 = A, 86-92 = B, 77-85 = C, 70-76 = D.

Scale 2
Errors - Grade

0 - 100	0 - 85	0 - 79
1 - 99	1 - 84	1 - 78
2 - 98	2 - 83	2 - 77
3 - 97	3 - 82	3 - 76
4 - 96	4 - 81	4 - 75
5 - 95	5 - 80	5 - 74
0 - 94	0 - 84	0 - 78
1 - 93	1 - 83	1 - 77
2 - 92	2 - 82	2 - 76
3 - 91	3 - 81	3 - 75
4 - 90	4 - 80	4 - 74
5 - 89	5 - 79	5 - 73
0 - 92	0 - 83	0 - 77
1 - 91	1 - 82	1 - 76
2 - 90	2 - 81	2 - 75
3 - 89	3 - 80	3 - 74
4 - 88	4 - 79	4 - 73
5 - 87	5 - 78	5 - 72
0 - 91	0 - 82	0 - 76
1 - 90	1 - 81	1 - 75
2 - 89	2 - 80	2 - 74
3 - 88	3 - 79	3 - 73
4 - 87	4 - 78	4 - 72
5 - 86	5 - 77	5 - 71
0 - 90	0 - 81	0 - 75
1 - 89	1 - 80	1 - 74
2 - 88	2 - 79	2 - 73
3 - 87	3 - 78	3 - 72
4 - 86	4 - 77	4 - 71
5 - 85	5 - 76	5 - 70
0 - 89	0 - 80	0 - 74
1 - 88	1 - 79	1 - 73
2 - 87	2 - 78	2 - 72
3 - 86	3 - 77	3 - 71
4 - 85	4 - 76	4 - 70
5 - 84	5 - 75	5 - 69

David Nollenberger
Medford High School

Divide speeds into "D," "C," "B," and "A" amounts. It takes three writings to qualify for a grade, although all three need not be in the same bracket. It is interesting to see the scores go up. Low scores do not penalize; the top three count as the final grade. The following is an example of a chart that can be used for keeping speed scores.

Speed Score Chart

Name	30	32	34	36	38	40	etc.

Delia Morgan
Pryor High School

Students are grade conscious. As a result of this, sometimes "better" students shy away from skill subjects for fear of lowering grade averages.

Give students an opportunity to raise their grades by having them choose sentences of fourteen words and then type each sentence in groups of five. Have students proofread their work. Give credit for each line typed plus an extra line credit for each line typed accurately. To raise a daily grade one grade point, the students must type 150 bonus lines.

Juanita Hatfield
Pioneer Pleasant Vale High School

If a student makes an "F" (and I mean just "F" papers), he/she then has the option of either taking the "F" grade or redoing the paper and striving for a higher grade. I allow the student to redo the paper only one time.

I give medals in typing for 60 wpm or better on one-minute timed tests. I give certificates to students who make between 45 and 59 wpm.

Judy Depew
Turpin High School

Make-up Work

I like to budget the material to be presented and have it turned in as graded material. At the start of a nine-week period, I make up a list, lesson by lesson and problem by problem, of the material over which the students are going to be graded. I duplicate a copy of this list for each student. On this list (I prefer to call it a budget) is a place for the students to check if they have completed the problem and to record the grade they received. This method eliminates make-up lessons. Each student keeps up with his/her own work.

Marjorie Dailey
Caddo High School

One week ahead of time, give students a rough outline of work to be done. Students who are absent know what they must do to make up work. Some students will work ahead and be ready for supplemental work at the end of the week. This does not interfere with drill time, but it can level time used on job typing so that most students can finish.

Vesta Mae Leis
Canton High School

Keep a 3" x 5" card file with file guides numbered for days of the month. List the daily lesson on a card and file it behind the proper date. This is a good reference for the teacher but is most helpful for students who are absent. I instruct them to look behind the date and copy the lesson to be done due to an absence. This saves time for the teacher, as most students will just check the file without asking about the make-up work. If special instructions are needed, students can ask for help. File or discard last month's cards when you start the lessons for the current month.

Doris M. Hoipkemeier
Edmond Mid-High School

Every Friday I give my students a "free day." This is the students' day to make up lessons they have missed, make up lessons they have not passed, or type anything they want--a letter, a puzzle, etc. This takes the pressure off the students. The students may have a bad day and not do well on an assignment, but they know they have their "free day" coming up. Students enjoy this day so much that they are extremely careful not to abuse their rights by not typing or by acting up. As the year progresses, students usually elect to do a lesson over.

Janie Kanaga
Covington-Douglas High School

A file box is kept on my desk containing 3" x 5" cards and section dividers with numbers. Specific instructions for make-up work are written on the cards by the teacher and placed in the box behind the appropriate divider. A student who has been absent is to check the file box for any make-up work required. For example, if a student is absent January 12, then that student would look behind section divider 12. This method can be used for every month of the year. It saves time for the teacher and the student.

Jeanne Thaxton
Edmond Mid-High School

As an aid to students who are absent from class, I keep an assignment box. At the end of each day, I record on a card exactly what we did in class and file the card in the assignment box behind a card that shows the day of the month. It is the student's responsibility to check the box upon returning to school. This not only enables the students to find their make-up work without taking the teacher's time, but can also be used as a quick reference by the teacher any time he/she needs to check on work completed during any class period.

Evelyn Post
Kingfisher High School

Extra Work

Have students type 100 accurate lines a week for extra credit in typewriting classes.

For five minutes or so at the end of a class period, have students type all left-hand words, then all right-hand words.

Betty Wright
Hinton High School

To encourage students to get to class promptly and to start work immediately, I give extra credit for typing perfect lines on the conditioning practice for that day. To facilitate checking, each line is typed twice; only the last line is used for perfect lines. No erasing is permitted, and all lines must be completed.

Mildred Wogman
Elk City High School

Give extra credit daily for the number of lines completed in the conditioning practice at the beginning of class. This encourages students to get into the room and start typing by the time the five-minute bell rings. This extra activity can make the difference between a "B+" and an "A." The lines are counted and recorded each day; any lines with strikeovers or continuous errors are omitted.

Sue Moore
Alex Public Schools

About the sixth week of school, the students collect favorite poems, such as love poems, nature poems, or friendship poems. Students type the poems (twenty-five in Typewriting I and fifty in Typewriting II), following instructions as to proper centering, margins, spacing, etc. After the poems have been typed, the students prepare a table of contents and appropriate covering. We use colored carbon paper, and students select the cover design. Booklets are then placed on display in the typewriting room and sometimes downtown.

Marlin Lauback
Okeene High School

I give students two extra points for each correctly typed line above the assigned work and one point for each line containing one error. In Typewriting I, 250 points entitles the students to an extra "A" to be averaged with his/her daily grade; in Typewriting II, 500 points entitles the student to an extra "A."

Audry Sampson
Panama High School

Giving bonus copy on various topics from business colleges has helped build skills and provide additional knowledge of the topics, such as secretarial training, job opportunities, etc.

It is good to work alternately on accuracy and speed, not just on one or the other for a prolonged length of time.

Virginia Patterson
Stilwell High School

When students have some free time during the class period, I allow them to earn extra credit by typing "perfect" paragraphs from speed writings. Students are not allowed to correct errors on these paragraphs and get credit only for paragraphs that are typed without errors. After making an error, the students must start over. Five extra credit, or "bonus," points equal a bonus grade of "A." Students are not penalized for insufficient points or unsuccessful attempts. I feel this exercise helps improve the students' accuracy as well as speed.

Carol Lamb
Stratford High School

I give bonus points to students who are willing to do extra work for other teachers so that students have an opportunity to see what other teachers need in the field of work. It also gives the students an opportunity to please others. I give bonus points for students who work to stay ahead rather than lag behind in assignments. These incentives seem to work in two or three ways: (1) They help the students learn. (2) They give the students more experience. (3) They provide motivation to try harder.

Bernice Johnson
Collinsville High School

Music

I have found that students enjoy typing to music occasionally because it helps them improve speed and accuracy.

Marilyn Meredith
Indianola High School

At the beginning of the course, I use the audio tapes that correspond with the text. While the tape is being played, I can give students individual instruction.

Robert Allen
Okarche High School

To alleviate the monotony of drills, I play background music during certain typewriting periods. I use the record series entitled "The Sound of America."

Wilmatine Griffin
Paden High School

Using tapes or records as much as possible for teaching the keyboard will leave the teacher free to observe and correct faults and bad habits being formed by students.

Suggested Teaching Approaches
Oakton High School
Fairfax, Virginia

Use the students' favorite songs and recording artists as the basis for a lead-in to the typing of two-column tables. Have students list the songs and artists in rough draft form and then retype them into a two-column arrangement. The students may also compare lists with each other and enjoy the experience overall.

Oklahoma Educator

Games

The following is a relay race that I use in my class:

1. Start with an equal number of students per row--each row constitutes a team.
2. Distribute to each team one typed paragraph of approximately three sentences, double-spaced.
3. Allow each team one sheet of paper 8 1/2" x 11" or 8 1/2" x 13", depending on the length of the rows.
4. The first student in each row puts the paper into the machine.
5. The first student in each row starts typing at the signal.
6. The first student completes the paragraph as quickly as possible and passes it to the next student in the row.
7. Each student in each row types the paragraph.
8. The winning team is the one that finishes first and types most accurately.

The team captain (first person) checks his/her own copy for errors, and the team captains check each other's copy. Use the race on a one-time basis or perhaps once a week for four or five consecutive weeks to encourage interest and competition.

Suggested Teaching Approaches
Madison High School
Fairfax, Virginia

My students enjoy typing the mystery game puzzles when they finish their lesson.

To review for tests, I use forms of Bingo. I ask questions and the students put buttons on the correct answers on cards. If some students need more review, let other students be the "Hollywood Squares" and have teams take turns asking questions. The one whose turn it is to answer the question may either answer or choose a "Hollywood Square" to answer. The points are determined by whether the student agrees or disagrees with the "Square" and whether he/she is correct.

Ann Maloy
Western Vo-Tech (Burns Flat)

Conduct a relay race with rows of equal size. Use a sentence list and start in the back of the room in each row. Ask the students to type the first sentence on the list. When a typist completes the sentence, the sheet of paper is removed from the machine and passed to the next person in the row. Using the same sheet of paper, the next person inserts the sheet and proofreads the sentence; if an error is found, the sentence is typed again--trying for a perfect copy. The winner is the row that has the most sentences typed correctly. Wasted time? No, it is not, because every typist must learn as others watch!

Mary Ellen Petricek
Harrah High School

Use a game in which the class takes a car ride. Let the number of words typed represent the miles traveled and the errors represent the number of flat tires or mechanical problems. The goal is to see how many miles students can travel without breakdowns.

Oklahoma Educator

Footrace. We play a game in which each student is given a foot with his/her name on it. The board is marked off 1-30, including a finish line, which is the zero mark. The students are given a work sheet, an assignment, or a ditto sheet to type. The students type until the last ten minutes, circle their errors, and add the total errors. The students turn in their papers and then place their foot under the appropriate category. Each student is encouraged to compete against a friend for the fewer errors. We have this race once a week until accuracy is improved. This really motivates the students to race and also helps them cut down on the number of errors.

I also have a category called "too many." If the students have more than thirty errors, they are placed in this category.

Marilyn Dorsey
Wynona High School

Have a Typewriting Christmas Scroll. Prepare a legal-size sheet of paper like a scroll. Place the title Typewriting Honor Scroll at the top. Display it in a suitable place. Have two timed writings per class period about twice a week. A student can get his/her nwpm placed on the scroll by typing without errors for five minutes in Typewriting II. In Typewriting I, the students would type for three minutes without error. Just before Christmas, give each winner a miniature scroll just like the large one with the names placed on it. As an added touch, tie the scroll with a red ribbon.

During Easter, I put an Easter basket on the bulletin board for a contest between students. In order to get an egg in the basket a student must have a timed writing with no errors (at regular speed). A caption on my bulletin board says, "Do not be a rotten egg, be perfect!" The student with the most eggs in the basket gets a prize.

Tina Leone
McLoud High School

Make a large Christmas tree of paper for each class participating in this game. Make decorations of various shapes, such as stars, bells, round ornaments, etc. Each shape is to represent a different level of proficiency or speed attained. Let classes compete with other classes to see which class can best decorate their tree by attaining the goals required to obtain the decorations. Each student gets to put his/her own decoration on the tree each time he/she earns one.

Jane McCoy
Moore High School

Divide the class into two teams and give the old geography game a run. A member of one team starts by calling a geographic place name, which all students type. A member of the other team must name a place beginning with the last letter of the name given. For example, Team 1 says "Missouri," Team 2 responds "Iowa." A team loses if a member calls a place name he/she cannot spell if challenged, if a member cannot think of a place name beginning with the required letter, or if a member of one team spots a member of the other team who has not typed the dictated name.

Mary Ellen Petricek
Harrah High School

During the month of December I conduct this contest in connection with timed writings. Each class has a Christmas tree on the wall. On the days we take timed writings, a student who gets a good timed writing (five errors or less at regular speed) gets an ornament on the tree. I write the student's name and speed on the ornament. (I cut circles of various colors for ornaments.) At the end of the contest the class with the most ornaments wins. (We have a party or something.) The student with the highest speed gets to be the star on top and wins a prize.

Tina Leone
McLoud High School

Bulletin Boards

Make a bulletin-board display of weekly typing scores. This encourages students to build their speed.

Mozell Stockton
Adair High School

During the proper season make a bulletin-board display about car races and give each student a car made from construction paper. The students will race their cars against each other. I usually use one-minute timed writings, but occasionally I use five-minute timings. The one-minute timed writings may be without errors if we are working for control. Each class has a different color so that class comparison can be observed. I usually have roads labeled with various speeds for car racing.

You could also use brooms for Halloween, shamrocks for March, baseballs or footballs for their proper seasons, or flowers for spring.

Speed charts are also a challenge for most students.

Gayle Beck
Spiro High School

I use a bulletin-board display to explain problems with folding and inserting letters in envelopes. Use colored cardboard for the background. (1) Fold the letter in steps (bottom 1/2 inch from top). (2) Fold the left side toward the center. (3) Fold the right side about halfway toward the right. Use an envelope to show how to insert the letter. The best thing about this idea is that the display can be used again as a review or stored and used another year.

Mildred Kakany
Okemah High School

A bulletin board with a place for papers that are typed accurately, corrected neatly, and reflect properly followed directions motivates students to try harder so that their work can be displayed.

Janice Wingate
Antlers High School

I use bulletin-board displays to teach or emphasize techniques. One might say I play with an idea, then make a picture with a caption that attracts attention.

One year I cut a colorful owl from paper and posted it with the caption "Be Wise Like the Owl--Use Good Posture."

Bernice Delamarter
Shattuck High School

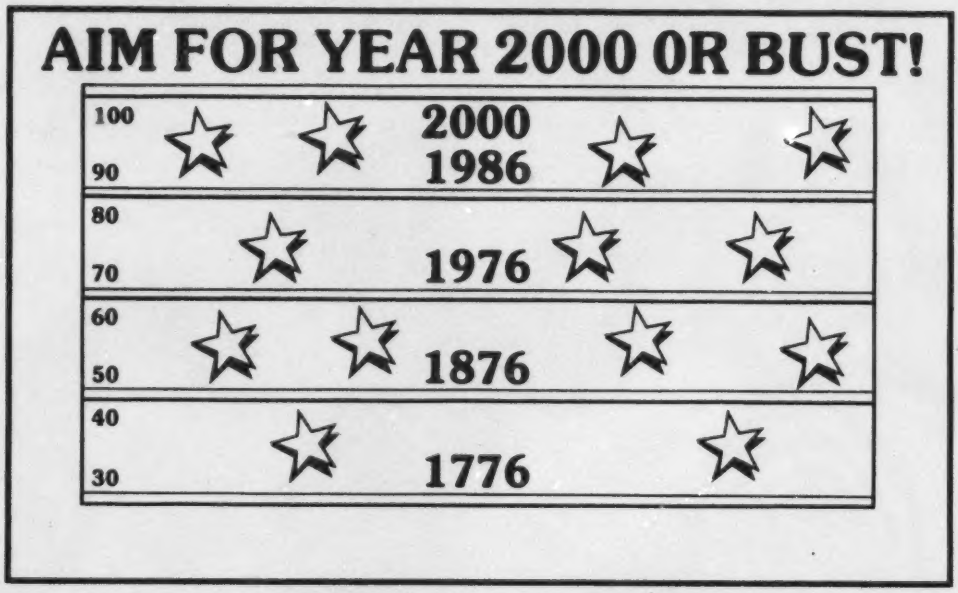
During a unit on business-letter writing, each student wrote a letter to a company in our town, asking for information such as kinds of typewriters, adding machines, duplicating machines, etc. The answers from the companies were used for a bulletin-board display. This assignment incorporated letter composition as well as the typing of mailable letters. Receiving an answer was almost like receiving a present at Christmas--spirits and excitement were high.

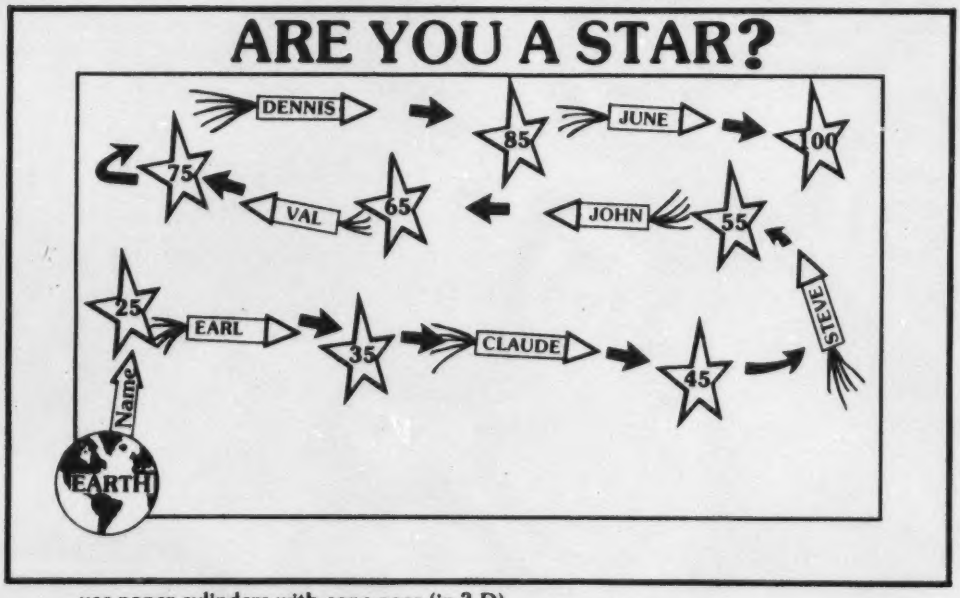
Mary L. Perryman
Berryhill High School

I try to keep a bulletin board prepared for each of the typewriting classes. For example, I use deer (about an inch and a half in height) and put the names of the students on each deer. As the students progress on their five-minute timed writings, the deer are allowed to move forward toward Christmas. You can change the theme as the seasons change. The students really enjoy watching the progress they are making.

Sharon Trapp
Fort Towson High School

Speed/Accuracy Motivation via Bulletin-Board Game. Each year we prepare a topic of current interest to involve the students in intersection (typewriting classes), intrasection, and self-competition for improving their abilities in the skills areas. For example, during the bicentennial year we had a 4' x 8' bulletin board decorated with the bicentennial theme. The colors were red, white, and blue. Each class had stars of a specified color, with one student's name on each star. One section had a border of red stars, one had a border of blue stars, one was solid red, and the fourth was solid blue. The board was marked off in fifty-year spans, each span representing a speed range. As the student's speed increased, his/her star was moved up toward the highest level--120. We have used this type of device for the past four years and have had definite overall improvement by the students as well as a joyful attitude toward taking timed writings and dictation.





use paper cylinders with cone nose (in 3-D)
for flame use shredded yellow kleenex tissue

Pam Coke and Terry D. Colson
Yale High School

Typewriting II

In Typewriting II my students especially enjoy field trips to see demonstrations of machines used in buisness offices that are not available in the classroom; reporting on employment tests; and learning the operation of a calculator or transcription machine not offered in a machines class.

Jayne Doyle
Stilwell High School

Each student in Typewriting II is a secretary to a teacher.

Evely Troutt
Helena-Goltry High School

This year in Typewriting II, I am having my students prepare a reference notebook to use throughout the year. Included in this notebook are letter styles and punctuation, capitalization, placement, manuscript guides, etc.

Elain Coram
Arnett High School

Have advanced typewriting students who are trying to prepare for office work take a handwritten five-minute writing and then take a five-minute timed writing from the handwritten copy. This enables the students to see what office typing will be like by trying to decipher a busy executives's notes.

Dairs Wilson
Ripley High School

Let each student pick a simulation set to work on for nine weeks. Have the students work on their own, as if they are a secretary for a company. This gives the students a chance to use business forms that are already printed.

Marilyn Dorsey
Wynona High School

Sometimes I teach filing along with my typewriting classes. I set up an alphabetical file of students enrolled in the class and have them file their papers by lesson number.

Typewriting students learn to use the duplicator and learn master-sheet preparation by doing work for other teachers in lieu of some textbook lessons.

My students learn stencil cutting and duplicating machine operation by doing a page now and then for the school newspaper.

When permitted to do so, I take students to vocational schools and colleges to acquaint them with jobs and specific training available.

Hazel Sparks
Hanna High School

To raise a daily grade one grade point, students must type 300 bonus lines. The additional typing practice improves both speed and accuracy as well as raising students' grades.

Juanita Hatfield
Pioneer Pleasant Vale High School

I have my Typewriting II students search the want ads in a newspaper to find a job for can apply. The students write a letter of application and enclose a personal data sheet.

Rosa Reed
El Reno High School

In the second course of typewriting, emphasize not only typing, but office procedures and conduct. Try to have simulated situations that would arise in an actual office situation (use of phone, greeting visitors, making plane reservations, etc.).

Hope Wofford
Copan High School

During the second semester the students work on a rotating basis. The students spend six weeks on a typewriting practice set, six weeks working with the transcribing equipment, and six weeks on a filing practice set with English and spelling guides programmed for the typewriters. We have a two-or three-week session on duplication during the first semester. The students enjoy this, as they can work at their own rate and spend enough time on each to become familiar with the area. At least the students get a good introduction to the various areas. Also, during the first semester, the students spend two weeks working with the IBM Executive typewriter with proportional spacing. The students have enough variety that they never become bored with the classwork.

Julia A. Dice
Drumright High School

I feel that Typewriting II should partially prepare the students for the business world. This year I have been recruiting all types of work for my students from both the office and the teachers. The students have been asked to type report cards, Christmas song books, fair programs, school newspaper, etc. For the first time, the students seem to realize the importance of accuracy and the need to "do something right." Typing a letter over again is one thing, but typing over an entire newspaper is something else.

Susan Powell
Verden High School

I am the only Typewriting II instructor, and I get a "drain-in" from various Typewriting I teachers. I find that I have to reteach the basics; so instead of using full-time production work, I teach all the unit requires one day, let the students work on the unit a set number of days, and then grade it. I then give a thirty-minute production writing on the final day of the daily work. Individuals are graded on the basis of 4 = A, 3 = B, etc., divided by number of papers. I use full-credit word count for a fully mailable letter (all errors corrected) and half credit on unmailable letters divided by time. This works for me.

Loxla Maxley
Lone Grove High School

During the first nine weeks I spend most of my time demonstrating techniques and speed development and reviewing what was learned in Typewriting I. I spend at least twenty minutes each day demonstrating short drills at the typewriter and asking the students to repeat and practice what they have seen and heard. This practice seems to help all the students build confidence before going into the graded production work of Typewriting II. During these weeks I also give at least two pop tests each week covering our review and practice.

Melba Hinchey
Guymon High School

See "Computers" section for activities to be used in typewriting classes.

Refer to "Secretarial and Office Procedures" and "Business Machines" sections for ideas on word processing activities.